

TWO SIDES OF A CASE.

They're always abusing the women
As a terrible plague to men;
They say we're the root of all evil,
And repeat it again and again:
Of war, and quarrels, and bloodshed,
All mischief, be what it may;
And pray, then, why do you marry,
If we're all the plagues you say?
And why do you take such care of us,
And keep us so safe at home,
And are never easy a moment
If ever we chance to roam?
When you ought to be thanking heaven
That your plague is out of the way,
You all keep fussing and fretting—
"Where is my Plague to-day?"
If a Plague peeps out of the window,
Up go the eyes of the men;
If she bides, then they all keep staring
Until she looks out again.

ROYAL AND IMPERIAL JOKERS.

HUMOR OF VARIOUS KINDS IN UNEXPECTED PLACES.

People have played little teasing jokes with elephants, and, when the jokers have forgotten all about it, the gravely-majestic beast has put his foot upon the offender, and crushed the humor out of him forever. It has been just so, says a bright magazine, with malice-bearing monarchs, and with courtiers who thought they might joke with them. The incarnation of all such monarchs existed in the person of an African named Chaka. He was given to joking at others, and was beside them if they did not burst with ecstasy at the joke; but if a "fellow of infinite humor" happened to cap the royal joke with a better, Chaka broke into hilarity, which he ended by exclaiming, "Cut off that wretch's head; he has made me laugh."

The Czar must have been almost as dreadfully dangerous men to joke with as Chaka. The great Julius, indeed, after he became great, had no leisure for jesting, but was the object of some popular jokes which he took with indifference. The guests of Augustus were afraid to "crack a joke" in his presence. They would whisper one to a neighbor, and then turn pale if the emperor invited them to "speak up." The imperator was as grand and dull as that of the copper Augustus, Louis the Fourteenth, and the emperor had recourse to merryandrews, just as the Grand Monarque had to harlequins. But the harlequins of those days were gentlemen and scholars.

In Prussia, which dates as a kingdom from the year 1322, there is not one of its seven kings who can be called a wit, though more than one had what is far better, strong, far-seeing, uncommon sense. So stern were the moods of the Prussian margraves, electors and dukes, that, to express the peril of joking with them, there arose the well-known popular proverb: "It is advisable not to eat cherries with princes." The queens of Prussia, on the other hand, brought their own wit with them into the royal family, and there was not a sharper lady among them than Queen Sophia Charlotte, the first Queen of Prussia. Leibnitz, whom she delighted to honor as a man and a philosopher, once asked her if she could imagine the infinitely little? "Why, of course I can!" exclaimed the hilarious queen. "What a question to ask the wife of Frederick the First!"

There was good common sense in

with the children in the streets of Potsdam, as he slowly rode along on his veteran Molwita gray. He loved to have them at his stirrup and watch them struggling to kiss his boot or pat the proud old horse; and he would laugh joyously if their young throats set up the famous chorus:

"Victoria! with us is God!
The haughty foe lies there!"

One Saturday afternoon they carried the matter further than his patience would tolerate, and Fritz, raising his crutched cane menacingly, cried out in affected anger, "Young rascals! to school with you all! to school!" The cry was met by a counter-shout from the ragamuffins of "Ha! ha! Papa Fritz don't know that there's no school on Saturday afternoon!" At which the absolute king rode away rebuked. His humor, however, made such rebuffs welcome. He took truths from the popular tongue with alacrity.

KINGS OF ENGLAND
in the olden time, seldom made jokes, and more seldom allowed them to be made by others, excepting professional jesters. When we come to the Norman time, we find the Conqueror so little able to digest a joke that he declared war against the King of France for making one at the expense of William's obesity. The latter, indeed, did try to answer the jest, but the answer missed its aim, and William lost his life because he could not understand humor. Rufus, on the contrary, indulged in such jesting as one might expect in an ill-bred backslider king of loose principles and loose companions. The first Henry is handed down to us by successive historians as a man of very facetious humor, but they afford no samples of the humorous expression. Stephen had little leisure for anything but to keep his seat in the saddle into which he had leaped after a severe struggle. The humor of Henry the Second was of a sad-colored hue; as it well might be. It was sardonically indulged when he caused to be painted on the wall of a chamber at Windsor and on the ceiling of a room at Winchester, a singular picture. The artist is nameless, but he must have been the Landseer or the Andell of his day. The subject was an old eagle attacked by his four eaglets. The youngest and fiercest of the four was savagely picking at the parent eagle's eyes. The king used to smile a melancholy smile as courtiers gazed at this picture, and did not penetrate, or seemed not to penetrate, the allegory which it presented. Probably when they were beyond royal sight and hearing they made good guesses at it, or the king interpreted it, and then it was no treason to give circulation to Henry's interpretation. The old eagle was the monarch himself. The four eaglets were his obstinately rebellious sons. The ruffianly youngest bird savagely trying to peck the parent's eyes out was the youngest and most ruffianly of his sons, John. In that form the half mad and most melancholy Henry manifested his humor with regard to family affairs—an example which has not been generally followed.

If ever there was a man in whom we should not expect to find the jesting spirit, that man is OLIVER CROMWELL.

At the wedding festival, however, of his daughter Frances with Mr. Rich, Oliver joyously entered into all the jesting. So joyously that, in a moment of excitement, the Protector whipped off his son Richard's wig and pretended to throw it into the fire. This he appeared to have done, but he had dexterously conveyed it under him, and was sitting upon it, when the company were looking for the wig upon the top of the coals. No clown could have executed this trick with more rapidity, cleverness and impudent imperturbability than Oliver Cromwell exhibited on that occasion. It was an occasion, by the way, when spilling of blood like to have happened through immoderate excess of the spirit of fun. Old Sir Thomas Hillingaby was solemnly dancing, according to the fashion of his younger days. He looked so like an insensible statue in motion, that some daring young Puritan lads thought they might molest him with impunity. They tried, as he slowly moved to and fro in measured pace, to blacken his lips with burnt cork. They roused the old lion to fury. The ex-gentleman usher to the Queen of Bohemia pulled out his dagger, which he would have plunged between the ribs of the fellow most actively concerned but for a general interference. Some time elapsed before harmony was restored.

It may be here objected that Cromwell was neither a royal nor an imperial joker. He was

nevertheless sovereign master of England, and as despotic as any of them. We place him among them for much the same reason which Richardson, the painter, gave to Queen Caroline, when she went to see Richardson's series of portraits of English kings, and seeing Cromwell's portrait among them, angrily asked how he, who was no king, was placed in such company. "He was no king, indeed, madam," said Richardson, "but it is good for kings to have him among them."

GEORGE THE SECOND
was not a humorist, but he would have made a first-rate actor of "gentle comedy" had not fate cast him for another line of characters in the drama of life. Shortly after his accession he commanded a play at the theatre in Lincoln's Inn Fields. The house was full, but as the king kept it waiting, the members of their displeasure fell upon his ear as he entered his box, three-quarters of an hour behind time. As he caught the unwelcome sounds he turned to Mr. Rich, the manager, who waited on him, as if he might gather from that official some explanation of the phenomenon. The greatest of the intellectual harlequins of England honestly told the king that his majesty was late, and that the audience did not seem to like it. Whereupon the sovereign assumed the air of an unrighteously suspected prince. He advanced to the front of his box, took out his watch with the apparent conviction that it was an arbitrator which would render him justice, and looking upon it, saw that it showed the time which he knew it to be. Then he appeared in a change of character. He gazed at the audience with an expression bespeaking a guilty but a repentant prince. He put himself as much outside of his box as the laws of balancing would allow, and shaking his wigged head and very much powder out of it, he laid his jeweled hand on the heart side of his sky-blue velvet coat, and made a bow to the house, so superb in its apologetic pantomime that the audience burst forth into hilarious hurrahing and applauding, and all other possible symptoms, to demonstrate their gladness and to express their consent to a full reconciliation of prince and people.

The thespian element was very strong, too, in the eldest son of George the Third. If the first gentleman in Europe had not been born a prince he might have made a very good liveliehood

AS AN ACTOR.
High or low comedy, it would have been all the same to a player of such versatility. He could have played Rover like Elliston, and his imitations were as good as Mr. Toole's. The best-wigged prince in Christendom has, fortunately, had an historian who makes record of his royal role in the histrionic part of his profession. Baileys is the chronicler, but the Duke of Wellington was the fountain of intelligence.

"When the king sent for me," said F. M. the Duke of Wellington to Baileys, "to form a new administration in 1828, he was then seriously ill, though he would never allow it. I found him in bed, dressed in a dirty silk jacket and a turban night-cap, one as greasy as the other; for, notwithstanding his coquetry about dress in public, he was extremely slovenly and dirty in private. The first words he said to me were, 'Arthur, the cabinet is deficient'; and then he began to describe the manner in which the late ministers had taken leave of him on giving in their resignations. This was accompanied by the most ludicrous mimicry of the voice and manner of each individual, so strikingly like that it was quite impossible to refrain from fits of laughter."

This exhibition has been considered a proof of the king's bad taste; which it may be allowed to be. But there was equal bad taste on the part of the duke. If he had looked grave, the old bedridden prince-actor would have been rebuked. Moreover, the king was quite as capable, and quite as willing to give an imitation of Arthur. Inimitable as the latter was in certain respects, there were certain peculiarities about him which the king would have hit off with as intense delight as he felt when mimicking his majesty's servants, Viscounts Goderich and Palmerston.

KING WILLIAM.
George the Fourth's successor, enjoyed his own jokes amazingly, and notably one which he played off soon after his accession. After his arrival at St. James' Palace the populace summoned him again and again to the window to offer him the congratulations of their sweet voices. King William presented himself again and again. Till twilight came on and he was tired of it. As the "gloaming" thickened, and identity was a matter of difficulty, the king sent an old naval officer to bow for him at the window. At every summons the officer stepped forward and acted king, bowing and retiring. Till it became too dark to make out whether any one was at the window or not. Then the loyal mob dispersed, and the affair was a joke for the remainder of the night at the jovial monarch's table.

POPULAR FALLACIES.

REASONS FOR AMENDING OUR TRADITIONS.

Professor William Mathews, of the University of Chicago, contributes to the Chicago Tribune an essay on popular fallacies, in which he adduces evidence to show that a well-grounded fallacy has a wonderful vigor of constitution. Thus, of the score of fine sayings that have the advantage of being fallacies, one of the most popular is the assertion that "a boaster is always a coward." It would be very agreeable to find this so; but so far is it from being true, that among the bravest people on earth are

THE GASCONS,
who are such boasters that we have derived a contemptuous epithet from their name. They are unquestionably the most courageous and fiery-spirited of the Frankish race—"saucy, full of gibes, and quarrelsome as a weasel"—and their valor and coolness in danger, their immense vanity and "mountainous egotism," as Emerson would term it, are so notorious that they are almost invariably selected for heroes by some of the best French novelists.

Another popular fallacy is, that

"MURDER WILL OUT."

That such were the fact, is a consummation devoutly to be wished; but almost every year proves its fallacy. The crime is, indeed, of so startling a character, and the remorse often so poignant, that the perpetrator cannot so easily remain concealed as the knave who robs a bank or picks a pocket. There is an astonishing number of cases where the crime, even after long concealment, has been discovered; and the exceptions are comparatively so few, that they may well deter those who meditate the act. Yet there have been murders, the authors of which have never been, and probably never will be, revealed—not, at least, till the lifting of the curtain at the Last Day shall disclose them. Who has forgotten the famous Cannon street murder of 1866, committed at 8 o'clock in the evening in one of the most crowded thoroughfares of London—a crime the author of which not the slightest clue has yet been found? Or who has forgotten the Rogers homicide in New York, the perpetrator of which is still shrouded from the public eye—a homicide that took place at 7 o'clock in the morning in the open street, within a few steps of Broadway, where much of the industrial life of the city was already astir? To these instances we might add the mysterious murder of Parker some twenty years ago in Manchester, N. H.; that of Bates, the fireman, in Boston; that of Appleby, the grocer, on Randolph street in this city, about 9 o'clock in the evening, in 1856; and, more recently, the yet baffling mystery of the Nathan murder in New York. A strange paradox in the history of some of these crimes is that the difficulty of tracing them to their authors has been aggravated, apparently, by the very lack of caution and secrecy in their commission.

One of the most deeply-rooted popular fallacies is the opinion that

PERSECUTION NEVER SUCCEEDS.

but only adds strength and force to the thing persecuted. A stereotyped illustration of this subject is the damming up of a river, which breaks forth, by and by, with redoubled violence and fury. But history discourses no such tale of the martyr's blood has not always fallen on fruitful soil. Many a heresy has died in the bud, which had it been left to ripen unmoled, would have blown into a victorious creed and a dominant Church. The popular opinion on this subject would not easily have gained credence a few centuries ago, when the Albigenses were put down; the Lollards were put down; the Hussites were put down; and so were the followers of Luther everywhere, except where the heretics were too strong to be effectually persecuted. In Spain, Italy, Flanders and the Austrian Empire, Protestantism was rooted out; and, had Mary lived, or Elizabeth died, the same probably would have been its fate in England. It is a piece of idle sentimentality, says Mr. Mill, to affirm that truth has any inherent power denied to error, of prevailing against the dungeon and the stake. The sum of the matter is that it is only at a time when it appears

"Willing to wound, and yet afraid to strike."

when it only teases and irritates, without destroying, that persecution is followed by an effect contrary to that intended. "Persecution not effectual!" exclaimed a writer; "it might be as proper to say that steel and poison do not kill. The real truth is, that there is a tendency in things, under a certain amount of persecution, to rise into greater vigor, as fire burns more brightly under a slight sprinkling of water; but, under a sufficient amount of persecution, their repression is as unavoidable as the extinction of the same fire by a sufficient quantity of water."

THE NEW YORK BOARD OF PUBLIC INSTRUCTION.

The Board of Public Instruction of the City of New York held its regular session on the 27th of November. Present the President (Commissioner Smyth) and Commissioners Wood, Holland, Sands Jarvis, Lewis, and Brennan. The new Commissioner, Hon. Smith Ely, Jr., was also present, and as soon as the announcement of his commission was made took part in the proceedings. The absentees were Commissioners Van Vorst, Duray, Gross and Jenkins.

TRUSTEES' COMMUNICATIONS.

The Sixth Ward ask that Herman P. Smith be paid for services as drawing master in Female Department of G. S. No. 24, from the 1st of September last, at the rate of \$300 per annum. Referred to the Committee on Teachers.

The Trustees of the Seventh Ward ask payment of Frank O'Ryan, drawing master in Grammar School No. 2 and Grammar School No. 12, for time before his confirmation as teacher. Referred to the Committee on Teachers.

The Seventeenth Ward asks an appropriation of \$1,500, to defray expenses for repairs to schools during the vacation. Referred to the Finance Committee.

The Nineteenth Ward asks for gas fixtures for Grammar School No. 38, and to have four classrooms on its ground floor furnished for the reception of pupils. Referred to the Committee on Buildings, &c.

The same ward asks compensation for the janitor of Grammar School No. 18, for relinquishing his room, which are needed for classrooms. Referred to the Committee on Buildings, &c.

The Trustees of the Twenty-second Ward state that Primary School No. 35, organized in 1859, with at times 200 scholars, and with for years an average attendance of about 150, was discontinued in 1870 on account of the dilapidated condition of the then building and the inability of the Trustees to find a suitable building. They point out that there is now for one district no primary school convenient—none between Fifty-second and Eighty-second streets in their Ward; that the primary on Fifty-second street is overcrowded, and that application has been repeatedly made by residents for a substitute for the discontinued school, and as they have found a very suitable building for their purpose at Seventieth street and Tenth avenue, at a rate of \$1,200 per annum, they press the renewal of the school on the Board. Referred to the Committee on Sites and New Schools.

MISCELLANEOUS COMMUNICATIONS.

The following communication from Misses Isabella Castell, Susie E. Castell, Harriet A. Burke and Julia J. Albani, teachers in Male Department of Grammar School No. 49, of the Twenty-first Ward, was read:

"The undersigned respectfully appeal to your honorable body against the action of the Board of Trustees in filling a vacancy by the transfer of a teacher from a female department in another ward, thereby preventing the promotion of all the teachers below. An examination of the Superintendent's records will prove their fitness for advancement."

"Feeling that an injustice has been done in this matter, we refer the case to you, hoping that you will take such action as the Board may determine and the justice of the case demands. Respectfully, &c."

Commissioner Wood, from the Committee on Teachers, wished to call special attention to this. The Committee on Teachers showed on its records a similar case, that of Miss Delany—a case in which the protest of the teachers injured had been reinforced by the signature of the able principal of the school, Miss Anna M. Marsh. The Committee on Teachers had made no report as yet on that case, and in such a case a delay of justice was a denial of justice. This case now coming up from the Twenty-first Ward, and seeming to him a flagrant case of injustice. In looking over the list of teachers, he noticed that the name of the teacher proposed to be introduced there was the same as that of another teacher in this school. There was a savor here of nepotism. He understood they were sisters. At least, they lived in the same house. He hoped the Committee on Teachers would bring before them in both cases the complainants, the Trustees, the persons proposed and give a full explanation of the matters and of the reasons of the report they made that should be satisfactory to the Board. If for any motives of delicacy they felt themselves unable to do this, he should feel it his duty on the coming in of their report to demand a special committee to probe these matters to the bottom—a committee of those members of the Board who were not afraid of the Trustees. If then it should appear that they had no power to protect the teachers against this class of injustice, they ought to go to the Legislature to demand its interference.

Commissioner Lewis, as one of the members of the Teachers' Committee, commenced to explain that their difficulty had been that the law seemed to give the trustees all power in such cases, when the PRESIDENT declared debate out of order, and referred the communication to the Committee on Teachers.

A communication from the Mayor, appointing Smith Ely, Jr., Commissioner, in place of Louis Ingersoll, resigned, was read and ordered to be printed in full on the minutes and placed on file.

Two communications from the Mayor—the first appointing James W. Booth School Trustee in the Ninth Ward, vice Andrew Van Antwerp, who had changed his residence, and the

second appointing Frederick C. Wagner School Trustee in the Seventeenth Ward, vice John Byrnes resigned—took the same course.

The President presented the following communication:

"10 W. 49TH STREET, N. Y. CITY.

"November 26, 1872.

"HON. BERNARD SMITH, President of the Board of Public Instruction:

"DEAR SIR:—In taking leave of the Board of Education, which I do to-day, by reason of the new duties to which I have been assigned, and upon which I must soon enter, I beg to tender to you and the members of the department my sincere appreciation and acknowledgment of the kindness and courtesy which I have always experienced in my relations as Commissioner.

"I am pleased also to think that while our relations in the Department of Public Instruction have been pleasant, our efforts to advance and further the cause of education in this city have not been unavailing. We have at least endeavored to comprehend and truly administer the important trust committed to us.

"To conduct properly and carry out effectively a plan of public instruction in so large a city as New York are tasks as difficult as they are important, but which the opportunity of the present system and methods of education in use are well qualified to carry on the work of giving the children of the city a sound practical education, while it seems to me that the thoroughness and care with which the system is put into operation leaves little room for complaint.

"Convinced, as every thinking man must be, of the paramount importance, in a country like ours, of a broad, liberal and free system of education of the young, I deem it a matter upon which the citizens of New York may be congratulated, that the opportunity of both discipline and learning are so ample, and the encouragement given to the training of youth is so well directed. I remain, respectfully, your obedient servant,

HOOPER C. VAN VORST.

In connection with it Commissioner JARVIS

offered the following:

"Resolved, That the members of this Board, on the retirement thereof of Hooper C. Van Vorst, tender to him an expression of their high appreciation of his services in behalf of common school education in this city, both as School Commissioner and Trustee.

"Resolved, That while they deeply regret the loss of his aid and co-operation in their labors as Commissioner of Schools, they most cordially congratulate him on his election to the honorable position of Justice of the Superior Court, a position which by his integrity, talents and legal accomplishments he is so well fitted to occupy and adorn.

"Resolved, That the letter of resignation of Judge Van Vorst and these resolutions be entered in full on the minutes, and that a copy of the latter, suitably engrossed and authenticated by the signatures of the President and Clerk of the Board, be presented to him."

Commissioner Wood heartily seconded the motion, except that as an amendment he desired that the copy be signed by each member of the Board. He was all the while happy to express in that way their feeling of respect to Judge Van Vorst.

Commissioner JARVIS accepted the amendment, and the amended resolution was adopted unanimously.

The President appointed Commissioner Ely on the Committee on Building and the Auditing Committee, to fill the vacancies caused by Mr. Ingersoll's resignation.

The President returned bills of Donovan & Londergan for printing for the Seventh Ward Trustees, and of Robert Paton for carpenter-work for the Ninth Ward schools, without his approval, the amounts being in excess of that permitted by the by-laws to bills passed by Trustees alone. Referred to the Finance Committee.

The Teachers' Association invited the Board to their reception on December 10, and asked the Board to allow the afternoon sessions on that day to be dispensed with. The communication was ordered to be printed in full on the minutes.

A communication from F. J. Haggerty, Principal of Grammar School No. 2, relative to the fire in the adjoining building (the particulars we have already given), was read in full and placed on file.

Messrs. Bacon, Steers & Co. sent in a communication as to a patent gas-burner, which was referred to the Committee on Buildings, &c.

The National Fire Extinguisher Company sent in a similar communication as to their fire extinguisher. Referred to the Committee on Studies, Hygiene, &c.

Commissioner Wood called attention to a communication from the Principals of certain Grammar Schools which was presented October 2, but owing to the press of business that day was not read nor printed in full in the minutes. He asked that this be done now.

[The substance of this communication is, that up to last April the salaries of all Principals and Vice-Principals was made dependent on the attendance; that last April this dependence was repealed as to Principals of Male Schools, but left as to Principals of Female Grammar Schools of less than ten years' standing, and that this is an inequality and injustice.]

Commissioner Wood added that he thought there could be no doubt of the justice of this claim. The very last by-law in their book now conferred on all male Principals of schools a salary of \$3,000 per annum, without regard to the attendance of the scholars or the length of time of service, while a different rule remained on the female Principals. He believed himself and the President were the only two who had stood out against that by-law; but as it had been established he wanted to see justice.

Thirteen principals, or—as Miss Rumms, he believed, had completed her tenth year since this communication was sent in—twelve principals were affected by this inequality. He had the honor of the acquaintance of seven of these ladies, and among them were some of the most honorable and effective teachers in the city, and all had charge of larger schools than some of the male schools whose principals were receiving the maximum. He hoped soon to be able to say that this injustice was removed. The homely old proverb said "sauce for the goose, sauce for the gander."

He thought it was as fair to say "sauce for the gander, sauce for the goose."

The communication was ordered to be printed.

RESOLUTIONS.

Commissioner SANDS offered the following resolution:

"Resolved, That that portion of the City Superintendent's report, presented to the Board at a last meeting, which refers to teachers whose names have been found on examination to be deficient, be referred to the Committee on Teachers, with instructions to inquire into the causes of said deficiency, and whether it calls for any other action on the part of this Board."

The resolution was adopted.

Commissioner JARVIS offered the usual resolution, that the salaries and number of teachers, the allowance for incidental expenses, etc., be

based upon the average attendance for 1872, obtained by adding together the number present at each session and dividing by 44, and as for the schools organized since July 1, dividing by the actual number of sessions. Adopted.

REPORTS OF COMMITTEES.

Commissioner LEWIS reported from the Finance Committee the following resolution:

"Resolved, That the Comptroller be requested to deposit with the City Chamberlain the sum of \$400,000, the balance of the school moneys apportioned for this year, subject to the drafts of this Board on and after this date."

Commissioner LEWIS obtained unanimous consent to the immediate passage of this resolution.

Commissioner LEWIS, from the same committee, reported in respect to the claim of Samuel L. Haight, Junior Primary School No. 24, for extra services in cleaning after the plasterers, that the by-laws provide he shall do such work without extra compensation. Laid over under the rule.

The same committee report the financial ability of the Board to pay Gillis & George's bill for repairs to heating apparatus, amounting to \$738.77, already approved by the Committee on Hygiene, &c. Laid over under the rule.

Commissioner GROSS, from the Committee on Teachers, reported resolutions confirming E. J. Delaney as Principal of Grammar School No. 21, M. A. Birmingham and Francis J. Gallagher as Principal and Vice-Principal in Grammar School No. 5, and Miss E. F. Hanaway as Vice-Principal of Primary Department of Grammar School No. 28.

On motions by Commissioners BRENNAN, LEWIS and WOOD, unanimous consent was obtained, and the resolutions at once adopted by the Board.

The same Committee reported in favor of allowing Miss Catharine M. Connor, of Grammar School No. 21, the maximum salary under the new rule. Laid over under the rule.

Commissioner JARVIS, from the Committee on By-Laws, recommended the following addition to Article VIII, § 25:

"That all teachers of Primary Schools or Departments who now hold certificates of qualification of a limited grade, may be licensed by the City Superintendent, for any grade or position in said schools, provided such teachers have had five years' successful experience, to be shown by the records of the Superintendent's office, or provided they have had three years' successful experience in teaching, and have passed a satisfactory examination in the methods and principles of instruction taught in the Normal College, and have received from said college a diploma attesting the same."

The City Superintendent may, with the consent of the Committee on Normal College, Evening and Colored Schools, grant to any candidate for appointment in any of the schools under the control of the Board a limited or temporary license to teach therein for a period not to exceed six months."

Commissioner JARVIS asked immediate action on this, as it had long been before the Board and there were reasons of urgency, and the Board unanimously adopted the amendment.

Commissioner WOOD, from the Committee on Normal College, etc., reported in favor of establishing a school for the study of practical chemistry, under the direction of a Principal and three assistants, in connection with the Evening High School, at a cost of \$30,000. The report was referred to the Finance Committee.

Commissioner WOOD, from the same committee, recommended that in view of the increasing attendance in the Evening High School and the greater labor thereby imposed on its Principal, his salary be increased to \$1,250 per term. Adopted.

Commissioner WOOD from the same committee reported favorably on Commissioner Jenkins' proposition to establish a class in telegraphy in connection with the Normal College, but that the expense of apparatus for such a class would be \$2,000, and the cost of instruction \$2,000 to \$2,500 per annum; they therefore return it to the Board for "favorable consideration."

Commissioner WOOD desired to add that the committee had thought it inexpedient to go to the expense of the apparatus in the present temporary quarters of the Normal College, and to lay the matter over at least till they could be in their new building.

Laid over under the rule.

Commissioner LEWIS from the Committee on Buildings, Repairs, etc., reported in favor of the plan of the Finance Committee to erect a new building on the site of the old building at 42d street now occupied by the school. They report that the proposed building is a four-story brown stone building 25 x 60, with a large yard, and all modern improvements, while the present premises are dark and badly lighted. That the proposed building can be leased for five years and four months at the same rate as the present basement (\$3,500 per annum), and that the change is desirable.

Commissioner HOLLAND said there were pressing reasons why this should be passed at once, and asked unanimous consent to the immediate passage of a resolution authorizing the trustees to hire on the proposed terms.

President SMITH inquired whether they could not procure the premises for a shorter term.

Commissioner HOLLAND said he could not answer that question directly. He had paid more direct attention to the need of a change. Superintendent Calkins' report showed that the present school-room was utterly unfit for school purposes. It was a basement, with almost no light, with bad ventilation and with a noisy manufacturing business in the neighborhood seriously interfering with instruction. In the new premises they would have a first-class building, with all modern improvements, as good as any building in that vicinity not specially built for a school, and at the same rate as the present very inferior site.

Commissioner WOOD fully endorsed all that Commissioner Holland had said about the unfitness of the basement of the Baptist Church. He understood it was even on clear days generally necessary to have the gas lighted in the classrooms. On every one of his own visits he had been unable to sign the visitors' book without the aid of gas. Besides, the place was ill-ventilated, and next door was a most noisy marble yard.

President SMITH stated that he had no doubt on the facts, and that he remembered that when it was first proposed to take this basement he had rebuked his protest against it. His question had been directed to a different point. He was willing that something should be sacrificed to escape the evils of that basement.

The resolution was put on its passage and adopted.

Commissioner LEWIS, from the Committee on Buildings, reported against siting up four class rooms in the playground of Grammar School No. 50. The buildings already on the lot occupy all but 1,400 square feet of it, and the siting up of the four class rooms as class rooms will give space for 1,000 scholars in the whole school. The playground now given is but three square feet for each pupil, and they do not

think it advisable to lessen this. Laid over under the rule.

The same Committee report, on Mr. James McGregor's words, that Grammar School No. 2 is perfectly safe, except the ceilings of the boys' playground in the Primary and Male Departments. They report that it will require \$2,000 to properly repair these, which should be immediately attended to, and ask that appropriation.

On motion of the President, unanimous consent was given and the appropriation made.

The same committee report that the furniture of the school ship Mercury is unfit for the use of the scholars, and advise an appropriation of \$320 to make the necessary change. Laid over under the rule.

The same committee ask that they be relieved of the consideration of the request of the Twelfth Ward for new buildings for Schools Nos. 37 and 46, and that the matter be referred to the Committee on Sites and New Schools. It was so referred.

The same committee recommend that they be allowed to have the water closets of Grammar School No. 2 thoroughly repaired and cleaned. Laid over under the rule.

Commissioner SANDS, from the Auditing Committee, reported in favor of paying sundry bills for current expenses, and unanimous consent being given, these were ordered paid.

UNFINISHED BUSINESS.

The following resolutions, laid over from the last meeting, were then adopted:

"Resolved, That the salary of George W. White, Finance Clerk, be fixed at twenty-five hundred dollars per annum, and that the salaries of Jethro Mosher and Henry M. Duryea, Assistant Clerks, be fixed at two thousand dollars per annum each."

"Resolved, That the sum of \$1,200 be set apart from the appropriations made July 17, 1872, page 607 of the Journal, to be expended under the jurisdiction of the Committee on Buildings, Repairs and Furniture, for the necessary alterations and new furniture to Primary School Building No. 30, on Ward's Island."

"Resolved, That the President and Clerk be authorized to draw a warrant in favor of the National Stove Works, for the sum of \$66.25, in payment of stoves placed in Building No. 23, and charge the amount to the appropriation made June 12th and 16th for repairs to heating apparatus, on the audit of the Committee on the Course of Study, School Books and Hygiene."

"Resolved, That the sum of \$856 be appropriated for the expense incurred in placing stoves in Grammar School No. 26 for the temporary heating of said building, the bills to be paid on the approval of the Superintendent of Buildings and the Committee on Course of Study, School Books and Hygiene."

"Resolved, That the application of the Trustees of the Twelfth Ward, to increase the salary of the janitor of Evening School No. 32, be denied, being contrary to the by-laws."

"Resolved, That the Superintendent of Buildings be authorized and directed to purchase a desk for the use of R. J. O'Sullivan, Physician to the Department of Public Instruction, and that the sum of twenty-five dollars (\$25) be therefor set apart from the appropriations for said purpose."

The Board then adjourned.

THE TRUSTEES OF THE COLLEGE OF THE CITY OF NEW YORK.

The Trustees of the College of the City of New York met last Wednesday, President S. J. H. Smith presiding. The minutes of the last meeting were read and approved. The course of instruction which have been already stated in this paper as probable.

A motion was then brought forward to increase the salaries of the professors of the College \$1,000 per annum. A little opposition was shown on the ground that the President Webb himself had denounced certain professors as incapable.

President Webb insisted that his objections had not been so much to the personal character and general abilities of any of them, as to their ability to keep discipline and impart their own knowledge, but, at any rate, the good should not be denied an advantage which was due them on account of the bad.

As a compromise each professor was voted an increase by a unanimous vote. The Vice-President obtained an increase of but \$500, he having already \$500 per annum more than the other professors. Professors Morales, Docharty (with regard to whom President Webb withdrew directly any charges his previous report might have made), Anthon, Barton, Doremus, Kew-ener, Warner, Draper, Compton and Spencer were also voted the increase. Professor Huntman failed to obtain it by a tie vote, President Webb voting for it and explaining in connection with his former remarks that he complained simply of his inability to maintain discipline, and was unwilling to do indirectly what should be done, if at all, directly.

The Board then adjourned.

CHARLES DICKENS' GIFT TO THE BLIND IN AMERICA.

A letter from the Institute for the Blind in Jacksonville, Illinois, tells this interesting story:

Reading by touch was next in order, or rather out of order, for the regular reading exercise was over in the morning before I came. The reader was a lad of some 14 years of age. The volume was the "Old Curiosity Shop" in raised letters. He placed the tips of his fingers of his left hand at the left end of the first or top line. Next he passed the tips of the fingers of his right hand over the words of the line, pronouncing the words as fast as he felt them, which was about half as quickly as a fast reader reads by sight. As soon as he read out to the end of the first line he passed his left fingers down to the left end of the next line, brought back his right fingers to his left, and thus felt his way to the bottom of the page, and to the end of his reading.

The library is of miscellaneous books suited to cultivate their minds and hearts. Huge volumes of Shakespeare, Milton, and other poets; none of these contain the Bible. Various standard works of like ponderous proportions are comprised in this unique library. All in embossed, raised letters. A noticed Pope's Essay, "Macbeth," "Æneas of Virgil," "Life and Death of Shakespeare," "Milton," "Philosophy of Natural History," "Paley's Natural Theology," "Political Class-Book," "Vivi Roma," and "The Old Curiosity Shop;" and second volume of the common edition is here printed in three volumes.

The second volume of his "Old Curiosity Shop," together with \$1,000 to print it in embossed letters for the blind of the United States, was a gift from Charles Dickens. When visiting our country last time he presented it to the blind through Prof. S. G. Howe, of the P. T. B. Institute for the blind in Massachusetts. The gift was made in 1859. There were volumes sent to various institutions in the Union.

HOPE.

BY KATE BILLARD.

In the quiet garden of my life
There grows a red rose tree;
A little bird sits on the topmost bough,
And merrily singeth he.

The sun may shine in the happy sky
Through the long and golden days,
And the sweet spring blossoms veil the trees
In a fragrant pearly haze;

Or the pelting rains of autumn come,
And the weary wintry weather,
And we've naught to watch but the leaden clouds—
My rose and I together.

Come rain, come shine, so that hoony bird
But warble his cheery tune;
For while he sings to my rose and me,
To us it is always June.

And Death and Sorrow shall vainly sit
The portals of life beside,
For we float upborne on that soaring song
Through the gates of heaven's fragrant wide!

—Harper's Magazine for December.

MR. FROUDE'S NEW HISTORY.

GRAPHIC DESCRIPTION OF THE DEATH OF A BRIGANDIER.

In *Scribner's* for December there is the following description, from Mr. Froude's new "History of Ireland," of the death of a famous Irish smuggler of the eighteenth century. It is a good specimen of Mr. Froude's style, which is often as vivid as that of Macaulay:

It was a strange wild place, close to the sea, amid rocks and bogs and utter desolation. Near it stood the wreck of a roofless church, and the yet older ruin of some Danish pirates' nest. The shadowy form of the brigantine was visible through the gray sheet of falling rain, at anchor in the harbor, and from the rocks in the entrance came the moaning of the Atlantic swell. Morty, looking for no visitors on such a night, had neglected to post sentinels. The house was surrounded, and the wolf was trapped. The dogs inside were the first to take alarm. A violent barking was heard, and then suddenly the door was thrown open. Morty appeared in his shirt, fired a blunderbuss at the men who were nearest him, and retired. A volley of small arms followed from the windows and slits in the walls. One soldier was killed and three others wounded. The strictest orders had been given to take Morty, if possible, alive, and the fire was not at first returned. The house was evidently full of men; eighteen of them bolted, one after the other, in the hope of drawing off the troops into pursuit. Each, however, was caught and examined, and when found not to be the man whom the party came in search of, was let go. At last there were but five left in the house. Morty saw his time was come. He did not choose to be taken, and determined to die like a man. He sent out his wife and child, who were with him, with a request that their lives might be saved. The officer in command received them kindly, and gave them such protection as he could. Morty himself refused to surrender; it was determined to set fire to the thatch, and wild-fire was thrust under the eaves. The straw was soaked with the wet, and long refused to catch. At last it blazed up; the flames seized the dry rafters; the roof fell in; and, amidst the burning ruins, Morty and his four remaining companions were seen, cowering at bay, blunderbuss in hand. He was evidently desperate, and to save life it was necessary to shoot him. The soldiers fired; Morty fell with a ball through his heart. Two of his comrades fell at his side; the other two were taken; the same two, it so happened, who had been Morty's companions at the murder of Puxley. One of them, Little John Sullivan, was called, was perhaps Morty's kinsman; the name of the other was Daniel Connell. The barony of Iveagh and Darraghmore Abbey, where the Connells, or O'Connells, of later celebrity had resided, was the scene of the murder, and seven miles distant across the water; and it is thus possible, and even probable, that Daniel Connell, who had assisted at Puxley's murder, and escaped the bullets at Cleinderry, was a son of the same family which, in the next generation, produced the Liberator.

The weather making it impossible to carry off the brigantine, she was sunk, when daylight came, at her anchorage. The fire was extinguished; the ruins of the house were searched; and Morty's account-books (he was punctual as Dirk Hatterick himself in his money transactions), his bills, notes and papers were found unimpaired. Among them were found letters from many persons of consequence in the country, showing that they were accomplices in the assassination of the revenue officers. Twenty anners of brandy and some chests of tea had been destroyed by the fire.

Morty's body was carried to Cork. His head mouldered upon a spike over the gate of the south jail. The rest of him was buried in the Battery. The prisoners can be traced to the jail; there is no mention that either of them were hanged, but of their further fate the records are silent.

So ended one of the last heroes of Irish imagination, on whose character the historian, who considers that he and such as he were the natural outgrowth of the legislation to which it was thought wise and just to submit his country, could not consent uncharitably. He had qualities which, had Ireland been nobly governed, might perhaps have reconciled him to its rulers and opened for him an honorable and illustrious career. At worst he might have continued to serve with his sword a Catholic sovereign, and might have carved his way with it to rank and distinction. He was tempted home by the opportune news of the death of his father, and he died in the arms of his mother, who was so long the terror and the pride.

AN INTERESTING REMINISCENCE.

THE FIRST STEAM FERRYBOAT.

The Morris (New Jersey) Republican publishes an account of the first voyage across the Atlantic ever made by a steamship, the engines of which were manufactured at Elizabethtown, N. J., by Daniel Doll, of Mendham, assisted by Stephen Vail, of Speedwell. A gentleman from Morristown, who is a relation of Mr. Doll, and who was a resident of Elizabeth when the engines were being built, furnishes some additional particulars of what was then considered a foolhardy enterprise, and also gives some information regarding the first steam ferry-boat which ran from Elizabethtown Point to New York in 1812. It was then owned by Governor Aaron Ogden and Thomas Gibbons, who ran the sloops and schooners which then formed the means of transit. Governor Ogden placing confidence in Mr. Doll, and believing that steam could be made available on the ferry, for it was then being used to some extent at other places, persuaded Mr. Doll to come from Mendham, and before the close of the year the "Sea Horse" was running to and from Elizabethtown, Point and New York. This was the first steamboat that ever used a single overhead walking beam.

The "Sea Horse" was a success, but at this time the State of New York had given exclusive rights to Fulton and Livingston to use steam in the waters of that State, and so the "Sea Horse" was not allowed to approach the New York wharves, but, lying out in the stream, sent her passengers and freight ashore in small boats or in the horse ferry-boats of the time. Afterwards this exclusive privilege was defeated in the United States courts and New Jersey steam ferries had a chance.

Thomas Gibbons, the partner of Governor Ogden, did not believe in the expediency of the "Sea Horse" project, and would pay nothing toward the enterprise. Afterwards, when it proved successful, he wished to be admitted into the concern, and trouble arose among the partners, which ended in Gibbons' hiring one or more steamboats and placing them on the ferry, where they were known as the Gibbons' opposition boats. Of course this led to law suits and bickerings, and disastrous financial results ensued.

THE NATIONAL LIBRARY AND HOW IT GROWS.

Major Ben Perley Poore writes in the new number of *Harper's Magazine* a fresh and interesting story of the Congressional Library at Washington. He says:

A rigid enforcement of that provision of the copyright law which makes it obligatory to deposit in the library a copy of every work "entered according to act of Congress," secures a complete collection of American publications, which could not be otherwise obtained. These copyright books are of increasing importance, extent and value, and will constitute a curious record of the growth and style of our national literature. There is, of course, a complete collection of all the varied publications of the Federal Government, and by law fifty additional copies of each work are printed for the Library of Congress, to be used in a well-regulated system of international exchanges, which brings in return the valuable public documents of other nations. Liberal appropriations are annually made by Congress for the purchase of books and newspapers, while the large amount of binding required is executed at the Government Printing-Office without taxing the funds of the Library. The annual appropriations after provision has been made for the foreign and domestic serials, and for the most important issues of the press abroad in jurisprudence, political economy, history, and allied topics—are distributed in the purchase of books in all departments of literature and science, no general topic being neglected, although as yet none can be assumed as being complete. The end of the list and trade catalogue are occasionally read and profit by, and special attention is paid to the collections of dealers in second-hand books—these purveyors for good libraries.

The Library of Congress is thus beginning to assume national proportions, and is rapidly gaining on the government libraries at Paris and at London, while it is made more practically useful than any other great library in the world by the annual issue of a printed catalogue of its acquisitions. With this catalogue arranged alphabetically by authors and again by subjects—it is an easy task for the frequenter of the Library to obtain books on any subject desired, especially when they can obtain the further aid of the accomplished librarian and his willing assistants. The practical result is shown by the register of books taken from the library by those enjoying that privilege. Fifteen years ago not more than three out of five Congressmen used the library; now nine out of ten take out books, some having over a hundred volumes during a session.

CURIOUS FACTS ABOUT WORDS.

Marsh tells us that the number of English words not yet obsolete, but found in good authors, or in approved usage by correct speakers, including the nomenclature of science and the arts, does not probably fall short of one hundred thousand. A large portion of these words, however, do not enter into the living speech, the common language of daily and hourly thought. Some celebrated English and American orators have been able, upon occasion, to summon at their command one-half of this vast array of words, although they habitually content themselves with a much less imposing display of verbal force. Few writers or speakers use as many as ten thousand words; ordinary persons of fair intelligence not above three or four thousand. If a scholar were to be required to name, without examination, the authors whose English vocabulary was the largest, he would probably specify the all-brilliant Shakespeare and the all-knowing Milton; and yet, in all the works of the great dramatist there occur not more than fifteen thousand words, in the poems of Milton not above eight thousand. The whole number of Egyptian hieroglyphs, symbols does not exceed eight hundred, and the entire Italian vocabulary is said to be scarcely more extensive.

The Library.

WORK AND WAGES PRACTICALLY ILLUSTRATED.
By Thomas Brassey, M. P. New York: D. Appleton & Co.

The controversy between Capital and Labor, which found vigorous expression in New York and neighboring cities during the general "strike" of the spring and summer of this year, will so inevitably become a leading question in American politics at an early day, that every contribution to the actual knowledge of the subject has a certain and present value. This book by Mr. Brassey is a book of facts; theories are not touched in its pages, and therefore the practical reader who studies it, whether he be employer or employed, will find the material upon which to base a deliberate judgment of the great question at issue. Mr. Brassey, whose experience as an employer is only second in value to that of his late father, who employed many thousands of workmen, gives his views from the standpoint of everyday life; and his impartial record of the advantages and dangers of the whole trade-union system contains facts that should be pondered. The volume is attractively published by the Appletons. A cheap edition for circulation among our workmen would serve a useful purpose.

THE ALTAR: A Service Book for Sunday Schools. By Rev. J. G. Bartholomew. Boston: Universalist Publishing House, No. 37 Cornhill. This is a handsome little volume of 216 pages, printed in clear type on good paper, containing appropriate selections and the Liturgy. It has become very popular, and is used in many of the public schools as well as the Sunday Schools.

THE HYMNARY: WITH TUNES. A Collection of Music for Sunday Schools. By S. Lasar. New York and Chicago: Biglow & Main. Mr. Lasar has been well known in this city for many years past as one of the most skillful and diligent of our professional musicians, and his qualifications for the preparation of a work like this are of the highest order. It has been a labor of love for him to collect the material for a volume of Sunday-school hymns of a higher standard than those in common use. With this end in view, liberal drafts have been made upon the best works of ancient and modern composers, and some of the grand old hymns which breathe the very spirit of devotion, are now presented with the accompaniment of music which clothes them with fitting garments. At the end of the volume are some of the finest of the old German chorals, the reproduction of which makes the "Hymnary" doubly attractive.

LITERARY NOTES.

THE REVUE DE LA MODE, published by S. F. Taylor, 816 Broadway, is prompt with its pictures of winter fashions for ladies, and its descriptions of gorgeous apparel.

DEMOCRAT'S MONTHLY is enlarged and improved. The December number has a full-page portrait of Madame Lucca, a large display of fashions, and a variety of agreeable miscellany.

PETERS' MUSICAL MONTHLY, published by J. L. Peters, 209 Broadway, and the Musical Independent, issued in Chicago by Robert Goldbeck, are interesting to musical people. Both of these magazines contain the scores of new songs and other matters which make them attractive.

THE "OFFICIAL RAILWAY GUIDE," issued monthly by the National Railway Publication Company in Philadelphia, and edited by Edward Vernon, is the fullest and most trustworthy railroad record in this country. The budget of fresh information in regard to railways, which forms the introductory chapter of each number, is a valuable feature.

Some of the English critics are amazed, not only indignant, at the introduction of a cheap American edition of Tennyson's poems into England. The whole of the Laureate's works are sold for two shillings English, or an American half-dollar—greatly to the detriment of publisher's interests in London, says one of the literary journals. Mr. Tennyson is now requested to issue a cheap edition of his own!

LYMAN'S INSTITUTE OF VOCAL CULTURE AND ELOCUTION, 27 Union Square, conducted by Mr. and Mrs. Walter C. Lyman, offers unusual facilities for thorough training in elocutionary study. Instruction is given to private pupils or to classes, as well as to schools, and "Reading Circles" are formed whenever desired. Divines, lawyers, lecturers, teachers and students, to all of whom the highest proficiency in elocution is desirable, may profit by the system of vocal culture which has been successfully introduced by Mr. and Mrs. Lyman.

There is light in the East. The Maharajah of Siam is desirous of having several scientific works translated from the English into the Siamese language, and, as he understands that there are many able scholars in England and Germany, he has placed the matter in the hands of Colonel Nassau Lees, who is to select suitable persons for the work. His Highness had some works already translated in Calcutta, and has requested that, as the first installment of the European series of translations, Prof. Liebig's work on chemistry, or some other

standard book on the same subject, be one of the works translated.

Mr. Froude has been stung by his critics (criticasters, Charles Reade would have called them) into the making of a very unnecessary offer. In Boston, last week, before beginning a lecture, he defended himself against the attacks upon him, and proposed to submit to a competent Commission the question whether false statements had been made in his historical works—the members of this Commission to select any number of pages from his books and to submit them to the Keeper of the Records in England, with whom all historical documents are deposited. In case the original papers be found to establish the charges against Mr. Froude, he will "forever after" hold his peace; if not, his accusers are to apologize and retract! In any event, Mr. Froude will bear all the expenses of the investigation. This extraordinary proposition has not yet been accepted. It is to be regretted that Mr. Froude should have felt himself compelled to make it. He can afford to rest upon his reputation as a painstaking and conscientious writer, and if his detractors have anything to offer in contradiction of his statements, are not ink and types at their command?

HOW I TAUGHT A YOUNGSTER TO WHITE VERSE.

BY TOM HOOD.

CHAPTER X.

There still remain a few points to be touched upon before you begin your exercises in verse; and as no doubt you are anxious to begin to try your hand, we will dismiss them as briefly as we may without stirring.

We will begin with Elision, that is the suppression of a vowel in a word—generally at the end. Here are a few examples:

T' whom thus the portress of hell-gate replied,
All th' host of heav'n: back they recoiled afield.
Driv'n headlong from the pith of heav'n down.
Th' oppressor ruled tyrannic where he reign'd.
T' observe a man: be to himself a friend.
And ev'ry plant that drinks the morning dew,
My verse, and Quene's wit sweeping off th' urn.
With wretched Avice or a wretched Love.
Ev'n now the devastation has begun.

Now there is really no reason why these vowels should be replaced by the apostrophe at all; and in modern verses, and perhaps in recent editions of old poems, you will find them restored. On the principle by which we can resolve an accent into two beats, as one quaver may be represented by two crochets in music.

Some of the elisions I have quoted, such as "heav'n," "ev'ry," "driv'n," are, so to speak, mere colloquialisms; they were, as you must frequently find in talking, but the lengthened form of the words, but there is no more necessity to drop them out than there is to write the word I have just used "lengthen'd."

When therefore we talk of Elision, we do not absolutely mean that the letter is cut out and an apostrophe substituted, but that in pronunciation it gets "altered" or "subdued." We shall find plenty of examples of this. I will italicise the elided vowel, so that you may distinguish it the more readily:

As on a thing miraculous, and anon,
And this forgetfulness was latent to her.
Till the great plover's human whistle awoke.
And knew her sitting sad and solitary.
Call and I follow, I follow, I follow, I follow.
From pillar unto pillar, until she reached.
Full many a gem of purest ray serene.
The old order changeth, giving place to new.

In the last example but one, you will notice, as you pronounce it, that the "y" of "many" becomes a "y" as it were, a consonant "y" before the "a." This gives the key to many elisions. In fact, you will find that these amphibious letters, "w" and "y" which are sometimes consonants and sometimes vowels, might also be substituted for the elided vowels in many cases. It may look odd to those who never read the "Fonetic Nook," but we will apply the "w" and "y" in a few lines.

Th' oppressor ruled tyrannic where he durst.
T' woebeare a man, be to himself a friend.
And this forgetfulness was latent to her.
Call and I follow, I follow, I follow, I follow.
From pillar unto pillar, until she reached.
Full many a gem of purest ray serene.
The old order changeth, giving place to new.

Such words as "tumultuous," "virtuous," have the "w" sound given them by "elision," and are pronounced "tumult'was" and "virt'was."

I cannot say that I think elisions are elegant or desirable. The greater number and variety of vowels we can get the better, and it seems a pity to do away with any. The last line in my first batch of examples begins with "Ev'n," which is not a pleasant sounding word. I wonder it was used when the language supplies the more agreeable "even."

Elision naturally leads us to the question of "Quantity," that is to say, "Time," for the so-called "Elision" is often but the resolution of the grave accent—or unaccented half of the foot—into two beats. It appears to me that the use of "tho'" and "thru'" for "though" and "through," may be traced to a vague notion of quantity in the writer's mind.

Thro' rocks and caves the name of Della sounds.
Thro' fiber's streams immortal Rome behold.

In these lines the first words seem to be clipped, because they are in the short or unaccented half of the foot; but there is really no need for this—the word is the same whether you spell it with the "u" or without it. It makes no more difference than whether you put a long loop or a short one to your "i." The word has to appeal to your ear, not to your eye. Words, like letters, are merely symbols, and so long as it does not give rise to a confusion of ideas, it does not much matter how they are spelt. Only remember, you must not plead that as an excuse for bad spelling, young man.

To return to the question of "Quantity," we have had instances of the substitution of two beats for one in the unaccented half of the foot. We will now take a few cases in which the principle of "Quantity," or "Time," is extended still further, and one long syllable takes the place of a whole foot. Cowper's lines on the loss of "The Royal George" will give us one or two instances:

Toll for the brave!
The brave that are no more,
All sunk beneath the wave,
Past by their native shore.
Eight hundred of the brave,
Whose courage well was tried,

Had made the vessel heel,
And laid her on her side.

A land-breeze shook the shrouds,
And she was everted;
Down went the Royal George,
With all her crew complete.

Toll for the brave!
Brave Kempenfelt is gone;
His last night's fight,
His work of glory done.

It was not in the battle;
No tempest gave the shock;
She sprang no fatal leak;
She ran upon no rock;

His sword was in his sheath,
His fingers held the pen,
When Kempenfelt went down
With twice four hundred men.

Weigh the vessel up,
Once credited by our foes;
And mingle with the cup
The tear that England owes.

If you examine these verses, you will find that with four exceptions the lines scan as three-foot iambs, i. e.,

Di dum, di dum, di dum.

The first line, however, does not scan in this way. There are two ways of scanning it:

[Toll] for—the brave.

[Toll] for the brave.

In the first case, "for," like "toll," takes the place of a whole iambus. In the second, "for the" comes under the rule we spoke of just now, two beats for the unaccented syllable. I prefer the latter explanation myself, "for" being not a fitting word to take the important place of a foot. Then we have a line of two feet instead of three, and the first foot is simply one long syllable. It happens that "toll" (an onomatopoeic word) is like Poe's "nevermore"—a fine, full, and sonorous sound; and if you read the poem aloud, you will find the effect of this line, recurring, as it does, in the fourth verse, is that of the minute bell that proclaims a death, and this effect is heightened by the contrast with the tripping nature of the metre of the rest of the poem.

In the last verse I have quoted comes another line, where the long syllable takes the place of a foot—

Welch the vessel [el up.]

The long syllable here breaks the trip of the measure, and introduces a new view of the subject, "mourning," it gives the notion of the long and laborious raising of the sunken ship.

The fifth verse also has an irregular line;

It was [not in] the batt'l [le].

It seems to me that this comes under the head of "Elision," so-called. The final "e" is almost mute, and to use the apostrophe to show what I mean, the line might be written:

It was [not in] the batt'l [le].

In tri-syllable metre we often get two syllables to the foot. This is found in Cowper's "Poplar Field," of which we will take a verse or two for examination. Its lines consist of four anapaests.

The pop'lars are felled, [farwell] to the shade,
And the whist'ling sound of the cool colli-
noble;
The pop'lars play no lon'ger and sing in the
leaves.
Now Ouse! on his bos! on their lim! age receives!

Twelve years! have elapsed! since I last took a
view!
Of my fav'rite field, [and the bank] where they
grew!
And now the grass [behold] they are laid,
And the tree is as grey [that once lent me a
shade].

Here, in the first place, you have at the beginning of these lines iambs instead of anapaests. But we know that there is considerable freedom in the use of the first foot in a line. Where, however, the anapaest is superadded anywhere else in the line, you will find the foot which takes its place is as near an approach to a spondee as we can get in English. "Farwell" and "behold" are strong words, that bear, and indeed demand emphasis. (The beginning of the second first, by the way—"Twelve years"—is a model spondee.) You should note that this substitution is only allowed in the third foot (I don't count the alteration of the first for the reason just given); and if you try to use it in any other place, your ear will tell you it is out of place. Suppose we alter one of the lines—

And now, [behold], in the grass [they are laid].
And now [in the grass] they are laid, [behold].
Either of these versions destroys the flow of the measure at once.

As we have spoken of elision, or the clipping of words, we may as well say a word or two about the opposite practice—the lengthening of words like "removed," "confused," by accenting the final "e," or "ed," and treating them as "re-mov'ed," "confus'ed." There are a few words—"belov'ed," for instance—in which the "e" is often accented in ordinary conversation, and some which are generally accented in verse. But, with these exceptions, the use of the accent is to be deprecated, for it comes under the same condemnation as the elipses, which Pope says "their feeble aid to join;" that is, in short, it is too obviously used merely to eke out the metre.

We will wind up this discussion by going over a few terms which you may possibly meet with in connection with the subject of verse. "Antithesis" is the contrast or opposition of one word or phrase to another. If you have read Salustius' "Cataline," you will remember an instance of it in "alieni appetens, sui profusus"—"greedy after the wealth of others, careless of his own." Here are two more examples:

Though deep, yet clear; though gentle, never dull;
Strong, without rage; without overflowing, fall!
His honor rooted in dishonor stood,
And faith unfaithful kept him falsely true.

"Anadiplosis" means the repetition of the last word or words of a line at the beginning of the next line:

I have been to blame—to blame. I have killed my
man.
I have killed him—but I loved him—my dear son.

With little rage inflamed:
Inflamed with rage at self-restraint.

"Anaphora" is applied to the repetition of the same word or phrase at the beginning of two or more consecutive lines:

Forgetful of his promise to the king,
Forgetful of the halcyon and the hunt,
Forgetful of the tilt and tournament,
Forgetful of his glory and his name,
Forgetful of his princedom and his cares.

"Anastrophe" means that inversion of the natural order of words which we have already discussed.

"Apostrophe" is the term used, when a writer, diverting for a moment the course of his subject, addresses some person or thing,

generally commencing the apostrophe with "oh!" or some such interjection. Sometimes the poem begins with an apostrophe; in fact, although it takes its name from the diversion, apostrophe does not absolutely require it—

O, world! O, life! O, time!
On whose last steps I climb,
Art thou poor, yet hast thou golden slumbers?
O, sweet content!

"Epitaph" is what we may call "piling it up." It means the addition of circumstance after circumstance in due gradation, until the climax is reached.

They overbore
Sir Lancelot and his charger; and a spear,
Down-glancing, lamed the charger; and a spear
Pricked sharply his own cuirass; and the head
Pierced through his side, and there snapt and re-
mained.

"Hendiadys" is a term you may meet with, though the figure is not used in English verse. It is applied when two substantives are used instead of one substantive and an adjective, or genitive, Virgil, in the Georgics, says, "Pateris libanum et auro," literally, "We pour a libation from goblets and gold," meaning from "golden goblets." An instance also occurs in the *Æneid*, *Æneid* *concordia imperii, alio impotuit*, literally, "he imposed a mass, and lofty mountains," i. e., a mass of lofty mountains. The aversion of English verse from the use of the conjunction, and its tendency toward condensation, naturally exclude the figure from our poetry.

"Hyperbole" is exaggeration of expression, or bombast. In serious verse it is a fault, but in burlesque verse it is a useful artifice, as in Pope's "Rape of the Lock"—
For after all the murders of your eye,
When, after millions slain yourself shall die;
When those fair seats shall set, as set they meet,
And all those tresses shall be laid in dust,
This Lock the Muse shall consecrate to fame,
And bid the stars inscribe the *Belinda's* name.

Closely akin to "hyperbole" is "bathos," which, like it, is a fault in serious, a useful artifice in comic, verse. It is a sudden descent from the elevated to the commonplace.

Here, too, great Anna, whom three realms obey,
Dost sometimes counsel take—and sometimes tea!
We have now, I think, pretty well exhausted the rudiments of verse writing, from the formation of feet, lines, and stanzas to the various figures and ornaments we may introduce into them.

If "obey" and "tea" "barrify" your ear for rhyme, let me remind you that "tea" was pronounced like the French "the," as "join" was pronounced "jue" in Pope's day.

MR. BEECHER ON COMPULSORY EDUCATION.

WHY IT SHOULD NOT GIVE A JUST PERSON OFFENCE.

At Portland, Maine, on the 19th instant, Rev. Henry Ward Beecher delivered an address on Education, in the course of which he said that all Europe is now considering the question of the relation of education to statecraft, and that in Great Britain the church question had become subordinate to that of education, so that now the query of most importance is, "Who shall educate the children?" Shall it be the state, and on what grounds? Shall it be the church, and on what grounds? In Great Britain it had come to be considered the God-given right of the people, and German influence was being felt all over Europe. The German empire owed its solidity to its schools. It was the intelligence of the North German soldier that conquered Austria, and she was learning wisdom from her conqueror. In Italy and Switzerland education had been made compulsory, while France lags behind, is the bottom State, because her masses are ignorant, and may never hope to cope with her neighbors while such is the case. Governments have long been trying to learn how to best ride the people, and it is proven that the best saddle is intelligence; that knowledge implies good citizenship.

Our most intelligent people (continued Mr. Beecher) produce the greatest wealth per capita; our country leading among the nations, and Connecticut among the States. Prices are regulated by the amount of brains required in production, and combinations can no more produce uniformly than they can make men look alike. The man who has the most brains will receive the most pay, and stand highest in the estimation of his fellow-men. The time is coming when our country will have a population of 50,000,000. How shall they be made safe and orderly? Every known country is paying tribute to America, and sending its population here, with all their diverse religious customs and ideas. Such a combination can never be made harmonious except by national education. The State has a right to make its own existence secure; and security to the State comes only from the education of the whole people, which thus becomes self-defence. Dogmatic religion is not necessary to the existence of the State; intelligence is. School houses should be multiplied till the amount of brains required in production, and the teacher should be among the most honored of the land. No one stands so near the father and mother, in influence upon the future of the country, as the school-teacher—not professors in colleges, but the educators of the masses. That nation is best governed that knows how to govern itself. Nations have all along tried to find out how to tax a people. There is no way so easy as by developing the intelligence of the whole people. Intelligence, too, makes a man as much better a soldier as anything else. It also increases in a remarkable degree the wealth-producing powers of the State.

The poorest man in the world is the man educated intellectually, and not able to work out the thoughts of his brain with his hands. It is a sin for a man to bring up his boys in this way; they should be taught to take care of their mouths and backs with their own hands. It is a shame to teach our children all about the Jordan and the Black Sea and the Indies, and nothing about their own State of Maine, or the United States, or the workings of the Federal Government. Our public schools ought to be so good that a teacher who owned a private school on the same street would starve for want of patronage. And the meanest thing in the world is to take a teacher because they are good for that and nothing else, or to pinch good teachers in their wages. It is the duty of the State to see that every child is educated and to see that parents send their children to school. Compulsory education ought not to give a just person offence. The law gives no annoyance to the man who always keeps in advance of it. Self-interest might demand education, but it could not be depended upon. Many temptations come here, drawing education for these children; others, who seem to be equally interested, come with far different mo-

tives. They are a useless and dangerous class without intelligence. We have 5,000,000 men in the country who cannot make anything, and these all require education. It is the poorer class especially that require education. If anybody can afford to be a fool it is a rich man's son; if anybody cannot afford it, it is the poor man's son. No man on earth has a right to imbrute his children. We are just now entering upon an era when government stands upon universal suffrage. Universal suffrage is universal, and as sure as the sun will shine to-morrow, just so sure will women have suffrage, not for some time, perhaps, but the time is sure to come when there will be no distinction of sexes in suffrage. And universal suffrage is the law of this nation from this time henceforth. You must put the ballot-box behind the school-house. The United States is bound in honor and morality to see that every child in the South shall go through the common schools. The speaker hailed with pleasure the coming of emigrants from all countries, for they will help to swell the population, and will make good citizens. He hailed the coming of the Chinese even, for they came with their hands full of tools. They are an industrious, intelligent and frugal people. He did not fear their religion. If the Jews which they worshipped was more powerful than our Jehovah he ought to reign. But he was not afraid to pit the Christian religion against any religion in the known world.

Mr. Beecher closed with an earnest and eloquent appeal for the universal education of the masses.

HOW TO CHOOSE BOOKS.

USEFUL HINTS TO READERS AND STUDENTS.

The Trustees of the Boston Public Library have recently printed a "Handbook for Readers," in which there is a chapter indicating sources of information as to the best books on particular persons or subjects. The following hints are useful:

GENERAL DIRECTIONS.

An examination of library catalogues, both under authors and subjects, will often perplex the user through the multitude of titles, leaving him at a loss to determine the best book for his purpose.

The most accessible books for the ordinary reader are:

1. Almon's Potter. Handbook for Students and Readers.
2. J. Pierpont. Course of English Reading. Edited by J. A. Spencer.
3. Noah Porter. Books and Reading.
4. Charles H. Moore. What to Read, and How to Read.

These books are all American except No. 2; but No. 5, on the whole, the most satisfactory. They indicate choices in the commoner kinds of books. Numbers 1, 2 and 3 devote courses of reading; and so does No. 5 in a subsidiary way. No. 2 is valuable as to modes of reading. The selection of books in No. 1 is somewhat obsolete.

A very excellent selection for working purposes of over twenty thousand volumes of the best books in every department of learning is the "List of Books of Reference in the Reading Room of the British Museum," second edition revised, 1871. It has a useful index of subjects.

It is often a prompt and satisfactory way of discovering the best books on particular persons or subjects, to consult the articles on such heads in various general or special Cyclopedias.

BIOGRAPHY.

Particularly, as regards biography, there is appended to L. B. Phillips' "Dictionary of Biographical References," a very good list of biographical dictionaries, arranged under heads of, first, general; second, those devoted to particular countries, and third, those devoted to particular classes of persons; while in connection with each name in the body of this Dictionary there are brief indications of fuller sources of information. E. M. Ostling's "Bibliographie Biographique," Brussels, 1854, can also be consulted to find a copious list of persons whose lives have been written, often by numerous authors; and also lists of general, national and special biographical collections. For American and British writers, consult Allen's "Dictionary of Authors." Other authorities will occasionally be indicated in works of lesser scope, like Chambers' "Cyclopedia of English Literature," Baynekin's "Cyclopedia of American Literature," and the literary histories of Hallam, Craik, Morley and others. It will moreover frequently be found that in the case of authors of any celebrity, not now living, good biographies accompany their works.

But the proper biographical dictionaries will often answer every purpose, and more especially regarding persons who are not writers. In the most excellent "Dictionary of Biography and Mythology," frequent references to works and review articles are given in notes; and the same kind of help, to a less extent, will be gained from Hole and Wheeler's "Brief Biographical Dictionary." In American biographical literature is Allen, and a recent work by F. S. Drake, which is the best index to living Americans. A small work called "Men of the Time," issued at intervals of two or three years, is an English guide to living subjects of biography; but it is of little value, excepting sometimes as regards Britons. Martin's "Dictionary of Contemporary Biography" may also be mentioned. For American clergymen there is Sprague's "Annals of the American Pulpit."

The French work of Vapereau, "Dictionnaire des Contemporains," surpasses all books of this kind. And as regards the more general biographical dictionaries, the best in English, like the "Imperial Dictionary of Biography," the Biographical Department of the English Cyclopaedia (reference), and those by Rose and Chambers are inferior to Michaud's "Biographie Universelle," and to Hooper's "Nouvelle Biographie Générale," which last is particularly full in reference to sources.

Similar methods of research will serve in other subjects than biography.

ENCYCLOPEDIAS.

The principal general encyclopedias are: Appleton's New American Cyclopaedia and its annual supplements. Chambers's Encyclopaedia, antiquated. English Cyclopaedia, based on the old Penny Cyclopaedia, divided into four grand divisions. Encyclopaedia Britannica. Encyclopaedia Metropolitana. Somewhat antiquated and poorly arranged. Rees's Encyclopaedia, antiquated. Zeller's Encyclopaedia. Larousse's Grand Dictionnaire Universelle des XIXe Siècle, as far as completed. Brockhaus's Conversations Lexikon. Pierer's Universal Lexikon.

SPECIAL NOTICES.

WEBSTER'S Pocket Dictionary OF THE ENGLISH LANGUAGE.

Abridged from Webster's Quarto, illustrated with nearly two hundred engravings on wood. This volume contains a careful selection of more than 18,000 of the most important words of the language. The introduction contains, besides the Pictorial Illustrations, TABLES OF MONEY, WEIGHT AND MEASURE, ABBREVIATIONS, WORDS, PHRASES, PROVERBS, etc., from the Greek, the Latin, and the Modern Foreign Languages, RULES FOR SPELLING, etc., etc.; making altogether the MOST COMPLETE AND USEFUL POCKET COMPANION EXTANT. It is beautifully printed on tinted paper, and bound in morocco. Tucks, gilt edges, \$1. FOR SALE EVERYWHERE. Sent by mail on receipt of the price.

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SPENCERIAN DOUBLE ELASTIC STEEL PENS.

These celebrated Pens are increasing very rapidly in sale, owing to their excellent manufacture. They are of superior English make, and are famous for their elasticity, durability and evenness of point. For sale everywhere.

For the convenience of those who may wish to try them, we will send a sample card, containing all of the 15 numbers, mail on receipt of 25 cents.

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REMOVAL. FAIRBANKS' BUSINESS COLLEGE

Will be removed early in October to spacious and elegant rooms at
BROADWAY AND TENTH STREETS.

With the removal, the institution will be placed on a first-class footing in every respect. The rooms will be furnished in a superior style with new counting-house furniture of the best description, and the best course of instruction will be guaranteed.

A BARE OPPORTUNITY
for young men desiring a business education. \$35 saved by purchasing a scholarship before the removal. After that, will be advanced fifty per cent. Immediate application necessary. APPLY AT THE OFFICE OF THE COLLEGE, 170 BROADWAY.

Office of the Department of Public Instruction, CORNER OF GRAND AND ELM STREETS, NEW YORK, November 16, 1872.—Sealed proposals will be received at this office until the second day of December next, at 3 o'clock P. M., for supplying for the use of the Public Instruction, Books, Stationery and other articles required for one year, commencing on the 1st of January, 1873.

City and country publishers of books and dealers in the various articles required are hereby notified that preference will be given in all cases to the bids of principals, the committee being desirous that commissions (if any) heretofore paid to agents or middlemen shall be deducted from the price of the various articles bid for.

A sample of each article must accompany the bid. A list of articles required will be furnished on application to the Clerk of the Board of Public Instruction.

HOOPER C. VAN VORST, Committee
WILLIAM WOOD, Supplies.

Notice.—A Special Meeting of the Public School Teachers' Association of the City of New York will be held on Tuesday, December 3, at the Hall of the Board of Public Instruction, corner of Elm and Grand streets.

ANTHONY A. GRIFFIN, President.
JOHN F. TOWLEST, Secretary.

S. S. Packard, at his Business College, 303 Broadway, qualifies young men for first-class positions by imparting a sound business education. The rooms are the most elegant, spacious and airy of any apartments in the city, and all the classes are under the care of thorough teachers. Call and see for yourself or send for circular.

Slote & Jones, Stationers, Printers and Blank-Book Manufacturers, No. 93 Fulton street. Account books made to any pattern. Orders solicited. HENRY L. SLOTE. JONATHAN JONES.

Post Office Notice.—The Mails for Europe during the week ending Saturday, December 17, 1872, will close at this office on Wednesday at 12 M., on Thursday at 11 A. M., and on Saturday at 5 and 11 A. M. P. H. JONES, Postmaster.

OUR LETTER BOX.

O. H. L.—The Roll of Merit is a good feature and certainly can do no harm. Will be glad to see you any time.

R. L.—We would like to have your "notes" on Wednesday morning.

Presentation to Mr. JOHN BOYLE.—The teachers of the male, female and primary departments of Grammar School No. 21 assembled in the school building after 3 o'clock, on Friday, 22d, to consider the best method of presenting to Mr. John Boyle, late Principal of male department, but now Principal of Grammar School No. 59, a handsome silver service, purchased at Tiffany's, as a testimonial of the kindly feelings which he had earned for himself during his long service of twenty years amongst them.

At a previous consultation, it had been agreed that nothing could be more appropriate, nothing more in keeping or more richly merited, than a compliment of this kind; and it only now remained to present their gift in proper form. The gift itself was placed under the gaslight, and was thus made to show its best effect, and Mr. Boyle's school friends having received it, decided to send a deputation with it to his residence. This was the only method that could be adopted, as the majority of the donors were ladies, and were prevented by the wetness of the evening, as well as by other accidents, from accompanying the testimonial in person. Three gentlemen, therefore, found Mr. Boyle at home, and having delivered themselves of their commission, received the hospitable thanks of that gentleman, as well as his promise to send to the teachers in a more formal manner a suitable written reply.

Miss Sweeney, Principal of the female department, and Miss Connor, Principal of the primary, vied with the teachers of the male department in eagerness to present this deserved tribute to Mr. Boyle.

A soldier, telling his mother of the terrible fire at Chickamauga, was asked by her why he did not get behind a tree. "Tree!" said he; "there wasn't enough for the officers."

New York School Journal.

Office, 119 Nassau Street.

SUBSCRIPTION, \$2 50 per year, in advance.

NEW YORK, NOVEMBER 30, 1872.

NOTICE.

We are informed by several subscribers that postmasters and letter carriers are in the habit of charging them postage on the SCHOOL JOURNAL. As we prepay postage on every copy sent from this office, we particularly request that subscribers heretofore refuse payment to the carriers, and send us immediate notice of the name or district of the carrier who attempts to collect from them.

Every teacher should be the agent of the SCHOOL JOURNAL. Nothing is of greater importance than that children should be taught the practice of reading for their own interest and pastime. The evils of the streets, the temptations of the night, and the bad influences of associations can thus be forestalled. More than this, the teacher will thus supply himself with the best kind of a text-book for his Reading Classes. A hint in this direction ought to be sufficient.

PRIZES.

We hereby offer to every new cash subscriber for one year at our regular rates, viz.: \$3.50, a copy of a fine steel-plate engraving, entitled "Evangeline." This engraving is oval in form, and is sold at retail for one dollar.

We desire to employ five hundred active canvassers, male and female, for every State in the Union, to increase the circulation of the JOURNAL. Liberal terms offered.

COAL-MINING, STRIKES AND SCHOOLS.

Readers of the daily journals are familiar with the burden of the story that comes periodically from the coal-mines of Pennsylvania—"strikes" among the miners, threats against the capitalists who own the mines, violence toward men who do not belong to the miners' "Unions," hard-drinking, poverty and desperation, and finally the victory of capital over labor. It is the same story, year after year, and always in the winter season.

And why? The answer is given in a recent report made to the Bureau of Education at Washington by Mr. Richard J. Hinton, who has based his information concerning these miners and their peculiar conditions upon the results of two extended journeys through the anthracite coal region of Pennsylvania. The object of this survey was to ascertain the educational status of the miners—and the figures show a terrible state of illiteracy, which, once revealed, explains all the disorder and distress that make the coal region a disgrace to the State and a blot upon the fame of the nation. The general results of the investigation are these:

The anthracite region proper includes the counties of Carbon, Columbia, Dauphin, Lehigh, Luzerne, Northumberland and Schuylkill—seven in all, containing in the aggregate 353,280 acres, and populated by 483,000 souls. In three of these counties (Carbon, Luzerne and Schuylkill) there are upwards of one hundred and twenty-two thousand persons of school-age who are unprovided with the means of education! This, to begin with. Still further. The anthracite region contains a population equivalent to about one-eighth of that of the whole State of Pennsylvania—or, in round numbers, 400,000 souls—and of this number more than ninety-two thousand are totally illiterate! Taking into the account only those who cannot read, the result is that in the whole anthracite region the proportion of illiterate is very nearly 1 in 14. Comparisons with other sections of the State of Pennsylvania show that a very large percentage of ignorance is contained in this little cluster of counties, where the three-fifths of the population is of foreign birth.

It is argued that any organized effort to check this vast and growing evil must be attended by a relaxation of the labor in the mines, and therefore that the State should interfere between employer and employed; the chief point being that the muscular system of growing boys must not be strained too far by the work of the day to allow of ready attention to study in the

evening. It is hardly probable that this suggestion will find favor among the mine-owners. They will naturally make the most of the labor of the men and boys employed in the mines, until such time as the Legislature may see fit to pass a law for compulsory education. This, we imagine, will be the ultimate solution of one of the knottiest problems that our neighboring State has yet had to contend with. No great and prosperous Commonwealth can afford to stand idle while a vast crowd of men who are sunk in the depths of ignorance commit outrages upon person and property, and stop the progress of an important industry, and while an army of children grow to the estate of manhood to follow in the path of their fathers. To be forewarned is to be forearmed, and this official exposure of an ulcerous disease may serve a useful purpose. It is at least an interesting subject for the study of those who regard the educational interests of the country as a vital element of its prosperity.

UTILIZING SCIENCE.

Considering the fact that Professor Tyndall is making a lecturing tour in the United States, and that he enjoys the well-known reputation of having done more to popularize science than any other living scientist, it certainly seems odd to find such a paragraph as the following in a late number of one of the leading scientific periodicals of England:

"Are we not in this country [says *Nature* of October 24] forcing our children 'to go and beg for information at the doors of other countries'? As long as we do not provide at home those educational advantages which so many go abroad to seek, we must submit to have to sit at the feet of our own daughter, and to learn from America both how to honor our really great men, and how to attain that scientific position among the nations to which our wealth and our material resources entitle us. The lesson is hard to learn, but it is one which must be learnt either by us or our children; and the longer we leave the task unlearned, the harder will it be to learn."

The direct compliment to the scientists of the United States, with which this English writer points his paragraph, is perhaps a gratification to national (and natural) pride; but it is exceedingly unjust to the *scavans* of England. We have learned a vast amount of valuable knowledge from the Murchisons, and Faradays, and Tyndalls of the present day, to say nothing of the wisdom that has come down from former generations, and we owe to Europe our best teacher of natural history, in the person of Agassiz. Let us be just.

But it will do no harm to hint to the members of the American Association for the Advancement of Science that their efforts might be made more effective by the presentation of their discoveries and conclusions in popular form for "general consumption." These estimable gentlemen meet annually in different sections of the Union, discourse very wisely indeed for ten days, and then go back to their professorial chairs and their laboratories, and the world gains very little from their work until they choose to embody results in some volume too expensive or too unattractive for general circulation. Professor Tyndall does better than this. So does Agassiz. What they are doing for the utilization of science others might do.

OUR THANKSGIVING ANNIVERSARY.

The annual Thanksgiving season has come and gone, and the reader whose healthy digestion has left his mind in the placid state favorable to calm reflection has probably uttered his psalm of praise with hearty fervor. Bountiful harvests, a peaceful country, the happy ending of a heated Presidential contest, expanding industries, and general prosperity, are among the blessings for which the American citizen has good reason to be thankful. He has reason for honest pride, too, in the development of the mental strength of his countrymen, in their intellectual activity, in the advance made from year to year in the finer elements of the national life; and it is within the power of every thoughtful man and woman to add something to the general store of knowledge, so that our next Thanksgiving Day may find us more than a single twelvemonth in advance of the culture of to-day. The students of social science who tell us that the American people are wearing themselves out by exalting the material above the spiritual, may be right—but they may also be partly wrong. They can, at any rate, be put in the wrong by the stern logic of facts. The leisure hours of our national feast-day may have incited to reflection, and reflection to a reform in some of our hasty methods. If this useful lesson has

been learned by only the few, the few may be as the yeast to the dough. Let us hope so, at least.

THE AMERICAN SCHOOLS AND THE VIENNA EXHIBITION.

Judge Van Vorst has received the hearty co-operation of many distinguished educators, in the effort to organize a creditable representation of the American school system at the Vienna Exhibition. Committees composed of experienced gentlemen have been appointed to forward this work, and it is proposed to contribute to the Exhibition, in answer to the special request of the Austrian authorities, a complete collection of our text-books and school apparatus, together with a model of the most approved style of school-house now in use in this country. The effect of such a display as this upon the people of other countries will be to stimulate them to a friendly rivalry with us; and it is quite possible that we, in our turn, may yet learn something from them. Attrition is as good a polishing agent in educational matters as in mechanics.

We call particular attention to the advertisement of the North Atlantic Express Company published in another column. It will be seen that they offer the lowest possible rates for conveying goods, etc., intended for exhibition at the Vienna Exposition, and to return the same at the close of the affair.

The New York Public School Teachers' Association, of which Mr. Anthony A. Griffin is temporary President, announces a special meeting next Tuesday afternoon, in the Hall of the Board of Education.

AMERICAN SCHOOLS AT VIENNA.

THE MEETING AT THE DEPARTMENT OF PUBLIC INSTRUCTION.

A large number of gentlemen interested in educational matters assembled on Saturday afternoon last, at 3 o'clock, in the Hall of the New York Department of Public Instruction, for the purpose of considering the best method of properly representing the educational system in this city at the Vienna Exposition, in May, 1873. Besides a large number of others, there were present Judges Larremore, Coates, Curtis, Hooper C. Van Vorst, Professor J. C. Dwyer, H. B. Morley, Scott, Spencer and Doherty, of the New York College; Professor Joy, of Columbia College; President Hunter, of the Normal College; Alexander S. Webb, Oswald Ottendorfer, and Superintendents Kiddie and Buckley.

On motion of Judge Larremore, Judge Van Vorst was elected to the chair and Lawrence D. Kernan was appointed Secretary. Judge Van Vorst stated that, having been appointed to the charge of Group No. 25, at the Vienna Exposition, he had called this meeting. The group referred to is intended to fully represent our educational system at Vienna, and a great desire has been shown on the part of the Director General of the Exposition and the Austrian authorities to have the New York system properly represented there. He reviewed the action already taken by the Board of Education of the city to forward groups. "What they want on the other side," said Mr. Van Vorst, "are facts and statistics as to our system, that they may take advantage of any suggestions presented by our exhibition of books," etc.

On invitation of the Chair, Gen. T. B. Van Buren, the United States Commissioner, addressed the meeting, advocating the necessity of getting Congress to make an appropriation for the proper representation of America at the great fair. With two assistant clerks he had been engaged for four months in the interest of the movement. He described very minutely the character and dimensions of the buildings and the advantages likely to accrue to American inventors by sending their productions to Austria. All the countries in Austria who had conferred with him had shown a desire to have the laws amended to give full protection to inventors. A treaty is now in progress with this object in view. In letters received the Director General urges especially that we should have a good representation of our school system, and especially a model school building, showing the improvements, ventilation, accommodations, &c. He stated that he desired the educational interests to raise a fund to send a school-house, about one-third the size of those in use, to the Exposition, as a small model would not be sufficient to explain it. He wanted a building large enough to put the seats in, and practical enough to explain the model. The space devoted to the United States, he said, was 800 feet by 50 feet.

General Webb, President of the New York College, stated that he thought statistical results were what was most needed, and for his college he could only promise this kind of information, with illustrative charts giving a perfect picture of the course pursued. He suggested the appointment of a committee, one of whom shall not be an expert, to prevent us sending anything there that will not be fully understood. He put this last suggestion in the form of a resolution, to which President Hunter, of the Normal College spoke, advocating the full illustration of the general routine of the school hours, including the marching in the morning, the recesses and the marching out at night. He approved Commissioner Van Buren's suggestion—a model school house, fully equipped, which he believed could be obtained at an expense to the city of less than thirty thousand dollars.

Professor Scott, of the City College, being called on by Judge Van Vorst, said: "Mr. Chairman: The President has already spoken for the institution with which I am connected. What I have to say is said merely as an old teacher. There appear to me to be two methods by which the city of New York can illustrate her school system at the approaching Exposition at Vienna. One of these has been already mentioned, namely, Statistics. The other is by a more direct appeal to the eye of the thousands of visitors who will wander through the vast temple of the building. "There can be no question as to the value of

statistics, and there is no doubt that through the arrangements already made the statistics of American education will be made very full and satisfactory; but the great drawback on statistics sent to such places is that it takes a long time for them to filter down to the great mass of the people. They do not, in fact, appear as documents for perhaps years after the Exposition has closed. Very few of us, for instance, have seen the comparative figures on education—or a report on the same—made by the Paris Exhibition. True, portions of them may have indirectly, and at long intervals, trickled down through the press, but not very effectively, or impressively on the bulk of readers. However, I do not undervalue statistics as a means of information at Vienna. I only deprecate the idea of depending on them entirely.

"What then we ought to labor earnestly to do at the Austrian capital is to create a striking and lasting impression through sensible objects illustrating the common-school system. In this connection the complete model of a school house might be sent, one large enough to give a good idea of the elevation. Each floor, with its arrangement of class-rooms and the different modes of seating ought to be shown; and, in short, from the basement story with its heating apparatus, to the garret with its ventilating devices piercing the roof, each story should have a well-constructed model. But this is not sending an American common school to Vienna. A school house is not the school. To show the teachers, and this you must admit, is hardly possible. Nor would any explanation of the methods of instruction by an agent furnish a good idea of the school. Were his lips touched with the wisdom of Solomon he might reasonably shrink from a task that, irksomely repeated through many weeks, would fall to leave a clear impression on the minds of those who came to listen. In addition to school books and other literature, it would be well, Mr. Chairman, to have prepared in three languages—French, German and English—large charts on which might be displayed in prominent letters a few facts regarding the educational system of our city. As for example: the cost of free education; the number of teachers employed; the number of female teachers; the number of pupils taught; that the school-books are also sent, and that the city of New York, in addition to the three millions more spent in the city for common schools, actually pays an additional tax to support public education throughout the State of New York. A few important facts like these could be easily read, and in addition to models and school material would leave a direct impression in many thousands of visitors.

"There are several other modes by which such an impression might be rendered still more vivid; but I have already spoken long enough to show you that our great city's system of schools should be represented at Vienna, and to manifest the interest I take in the success of this present meeting.

Superintendent Kiddie felt we should present models and plans of school houses, showing internal arrangements and appliances, with our course of study in every grade fully explained, and, if possible, any fruits of the instruction, and he cheerfully supported the proposition of President Webb, to have a committee appointed to see that nothing incomprehensible be presented.

Mr. Webb withdrew his motion, and Professor Joy, of Columbia College, moved the appointment of a committee to co-operate with Judge Van Vorst and Commissioner Van Buren to thoroughly systematize it. He moved the names of a number of gentlemen as a representative committee, who were selected from the representatives of the educational interests in all parts of the country.

This called to his feet Commissioner Wood, who understood the object of the meeting to be of a local character, and he was opposed to the selection of gentlemen on the committee from distant parts of the country, whose system of instruction was entirely different from ours. "What we want to show is the system of public schools, crowned with the model school, and the College of New York. He urged the taking of stereoscopic views of the schools, class rooms and scholars as they appear during the busy hours of the day.

Mr. Wood moved, as an amendment to Mr. Joy's motion, that a sub-committee of five be appointed to take charge of the educational interests of New York, such committee to be appointed by the Chair from the list of names supplied by Professor Joy. Carried. The Chair announced that he would appoint the sub-committee on Monday next.

The following is the committee referred to by Professor Joy's resolution. They are advisory to Commissioner Van Vorst, who will select his executive committee from them:

Joseph Alden, LL.D., State Normal School, Albany, N. Y.
E. A. Aggar, State Superintendent, New Jersey.
Frederick A. P. Barnard, D. D., LL.D., President, Columbia College, New York.
Henry Barnard, LL.D., Hartford, Conn.
Newton Bateman, State Superintendent, Illinois.
T. W. Bricknell, Commissioner Public Schools, Providence, R. I.
J. H. Binford, Richmond, Va.
Henry Bolander, Superintendent of Schools, San Francisco, Cal.
J. W. Bulkeley, Superintendents of Schools, Brooklyn, N. Y.
Norman A. Calkins, Assistant Superintendent, New York City.
D. H. Cook, LL.D., Polytechnic Institution, Brooklyn, N. Y.
Howard Crosby, D. D., Chancellor New York University.
Dwaine Doty, Superintendent of Schools, Detroit, Mich.
John Eaton, Jr., United States Commissioner of Education, Washington, D. C.
J. H. French, LL.D., Superintendent of Public Instruction, Vermont.
Thomas Gallaudet, D. D., New York.
John Hancock, Superintendent of Schools, Cincinnati, Ohio.
W. F. Harris, Superintendent, St. Louis, Mo.
Thomas F. Harrison, Assistant Superintendent, New York City.
T. W. Harvey, State Commissioner, Ohio.
Thomas Hunter, President of Normal College, New York.
Warren Johnson, Superintendent of Schools, Maine.
Henry Kiddie, Superintendent of Schools, New York City.
Henry Morton, Ph. D., President Stevens Institute, Hoboken, N. J.
M. A. Newell, State Superintendent, Maryland.
B. G. Northrup, Secretary of Board of Education, Connecticut.
J. Lewis Piel, Principal Deaf and Dumb Asylum, New York.
Wm. F. Phelps, Principal of Normal College, Wisconsin.
John D. Fallbrick, Superintendent of Schools, New York City.
J. H. Porter, D. D., President Union College, Schenectady, N. Y.
J. H. Raymond, LL.D., President Vassar College, Poughkeepsie, N. Y.
Andrew J. Rickoff, Superintendent of Schools, Cleveland, Ohio.
W. H. Rafter, Superintendent, Virginia.
David B. Scott, A. M., College New York.
George A. Sears, Superintendent of Schools, Newark, N. J.

H. E. Stranicky, Superintendent Astor Library, New York City.
Bernard Smyth, President Board of Education, New York City.
A. B. Spofford, Congressional Library, Washington, D. C.
John Swett, Deputy Superintendent, San Francisco, Cal.
William H. W. W., Superintendent of Institute for the Blind, New York.
Abraham B. Weaver, Superintendent Public Instruction, New York.
Alexander S. Webb, LL. D., President College of New York.
Andrew D. White, President Cornell University, Ithaca, N. Y.
E. J. White, Editor of the *National Teacher*, Columbus, Ohio.
Joseph White, Secretary of Board of Education, Massachusetts.
E. J. Whitlock, President of Board of Education, Brooklyn.
J. P. Wickham, Superintendent of Schools, Pennsylvania.
Justin Winsor, Superintendent of Public Library, Boston, Mass.

The gentlemen were then formed into a general committee to further the interests of the American system of education at Vienna, and the meeting then adjourned.

Mr. Van Vorst has appointed the following gentlemen as the local committee: **Bernard Smyth**, **Wm. Wood**, **Samuel A. Lewis**, **Nathaniel Jarvis**, **Jr.**, **Henry Kiddle**, **David B. Scott** and **Lawrence D. Kierman**.

He has appointed as the Executive Committee: **Henry Kiddle**, **A. M.**; **Howard Crosby**, **LL. D.**; **Alex. S. Webb**, **LL. D.**; **Thos. Hunter**, **A. M.**; **David H. Cochran**, **LL. D.**; **Rev. Dr. Thos. Gallaudet** and **Prof. Fitzgerald Tisdall**.

News from the Schools.

GRAMMAR SCHOOL No. 2.—During the past week a daily paper has called attention to the dilapidated condition of this school, and especially to the supposed danger of the ceilings and walls. We have made inquiry into the matter and find that it is the oldest public schoolhouse building in the city; that when proper complaint has been made it has received proper attention, and finally that our Department of Public Instruction some weeks ago made an appropriation to put the building in complete order.

Hon. Bernard Smyth, President of the Board of Public Instruction, has written the following letter in relation to the matter:

"DEPARTMENT OF PUBLIC INSTRUCTION."
 "NEW YORK, Nov. 27, 1872."

"To the Editor of the Herald:

"In your issue of the 26th inst., an article appeared headed 'The Innocents in Danger,' in which your reporter has endeavored to connect my name with the proposed demolition of the Grammar School No. 2, in an unsafe condition. I am sorry to find that you have so grossly misrepresented my position in the matter. I ask your kind indulgence to trespass a little upon your valuable space by inserting the following:

"On the morning of the 19th inst., I was accompanied by Mr. Henry Tice (one of the School Inspectors of the district in which the school in question—No. 2—is located), called upon me, and stated that in his opinion, and in the opinion of others—one or two of whom he named—that the building was in an unsafe condition. He seemed somewhat excited. I promptly replied that if he would obtain the certificate of two competent architects, builders or other experts, certifying the building to be unsafe, I would close the school the next morning. He advised him to send a communication to the Board of Public Instruction on the subject. After he had left, in order to do my whole duty in the premises, I addressed the following note to the Superintendent of Buildings:

"DEPARTMENT OF PUBLIC INSTRUCTION."
 "NEW YORK, Nov. 19, 1872."

"JAMES MCGREGOR, Esq.,

"DEAR SIR:—I have had a verbal communication relative to the safety of Grammar School Building No. 2, 116 Henry street. Will you please make the necessary arrangements to have the building examined by two competent architects, builders or other experts, certifying the building to be unsafe, I would close the school the next morning. He advised him to send a communication to the Board of Public Instruction on the subject. After he had left, in order to do my whole duty in the premises, I addressed the following note to the Superintendent of Buildings:

"DEPARTMENT OF BUILDINGS."
 "NEW YORK, Nov. 31, 1872."

"Bernard Smyth, Esq., President Department of Public Instruction:

"DEAR SIR:—In answer to your communication relative to the safety of Grammar School Building No. 2, at No. 116 Henry street, I would state that I have had the same examined by two inspectors of this department, who report that 'the building is perfectly safe, except the plastered ceilings in boys' playground, Primary and Male Departments, they being badly cracked and in some places falling out. They should be taken off and new ceilings put up.' Yours respectfully,

"JAMES M. MACGREGOR,"
 "Superintendent of Buildings."

"I also consulted with Mr. David I. Stagg, the Superintendent of Buildings of the Department of Public Instruction, requesting him to make a survey of the building. Mr. Stagg made a verbal report in all respects similar to Mr. Macgregor's. I at once directed Mr. Stagg to have all the loose or cracked plastering removed as soon as possible and replaced by narrow planks.

Now, Mr. Editor, you and your readers will be able to judge whether I did my whole duty in the premises."

President Department Public Instruction.

GRAMMAR SCHOOL No. 34.—The exercises attending the semi-annual distribution of certificates to the pupils of Public School No. 34 took place on Wednesday at the school-house, in Broome street. Mr. Henry E. Lynch, School Trustee, presided. Mr. William F. McNamara, School Inspector, distributed the certificates, and also addressed the primary, male and female departments of the school.

GOOD NEWS TO TEACHERS.—Pay rolls for November will be paid on the 13th proximo, provided they are in the office on the 4th. Those for December will be paid on the 24th, provided November and December pay rolls are on file in the Clerk's office by the 16th.

Evening School pay rolls for November only will be paid on the 20th.

GRAMMAR SCHOOL No. 31.—The Evening School in this building, in Monroe street, has received the highest praise from numerous visitors for its order and general excellent conduct. Most of the classes are full, and the pupils seem by their demeanor and studious habits to appreciate the benefits freely given them. Mr. John J. Delaney, the Principal, is deserving of the highest honors for making this school one of the best in this metropolis.

THE VIENNA EXPOSITION.—The committee appointed to provide a suitable representation of the public school system of the city for the Vienna Exposition met on Wednesday morning

at the hall of the Board of Education, corner of Grand and Elm streets. A sub-committee, consisting of David B. Scott and Henry Kiddle, was appointed to arrange the specimens from the different schools. Mr. L. D. Kierman, the Secretary, was instructed to inquire into the cost of putting up a model primary school at the Exposition, and also the cost of stereoscopic views of the schools in session, to be placed on exhibition at Vienna.

THE "GERARD GAZETTE."—We have received No. 5 of this amateur publication issued by the pupils of G. S. No. 33. It contains several well-written articles, and announces the formation of a declamation class of fifty members to meet twice a week. The accomplished Professor Lyman will give them the necessary instruction.

Here is what a few pupils have to say in regard to the Hon. James W. Gerard:

"When the *Gerard Gazette* made its first appearance, there was no intimation in its columns that it was named in honor of the above-mentioned gentleman. It is to be presumed that any illusion to so prominent an individual was thought unnecessary; for where is the pupil in any of our public schools whose face does not light up at the sound of that name, or whose eye does not brighten with pleasure at the sight of that well-known countenance? Suppose some member of No. 33, corresponding with an intimate friend at the far West, should, from time to time, give a narration of Mr. Gerard's visit to his school, and filled with the inspirations of his last lecture upon the Alps, should so glow with enthusiasm over the recital, that his friend should, in reply, ask, 'Who is this Mr. Gerard?' Would he respond, 'James W. Gerard was born on such a day, has spent his life in New York City, is a retired legal gentleman of great prominence and superior attainments? I would not. I would

"Write him as one who loves his fellow men."

What more could be necessary to describe such a man as James W. Gerard. Few men in this world have a truer love for their fellow creatures than he. Very few have carried the flowers of their childhood and mingled them with the bright autumnal leaves of their old age in such harmonious arrangement.

His appearance in any boys' school-room is the signal for a universal stamping and shouting of applause; and the less boisterous but more earnest and cheerful 'Good morning, Mr. Gerard!' from hundreds of voices in the girls' room would convince the most careless observer that it 'came right from the heart.' No school exhibition is complete without him. The remarks of the most distinguished divine or LL. D., though fully appreciated and acknowledged, would, without Mr. Gerard to make an introductory or closing speech, seem like a picture without a frame—a diamond without its setting. Now why is it that Mr. Gerard is so esteemed by all? The secret is that he bears a true love and sympathy for the young.

A man of culture and refinement like Mr. Gerard, who can find a lesson in a crushed daisy, can find also, when he wished to instruct the young:

"Sermons in stones;
 Books in the running brooks;
 And good in everything!"

And how interesting and how instructive to listen to such a talker!

What the world needs is more men like Mr. Gerard; men who can breathe the experience and erudition of their lives into forms of beauty, which will adorn the barren walls of our halls of education, and cheer the tired little laborers with the fragrance of fresh flowers, and a view of some of Nature's choicest landscapes.

The path of learning is dry and difficult at the best, and very few consider the weariness of the little feet that travel therein.

Therefore, thanks to Mr. Gerard, that he has strewn so many flowers along the way.

Thanks a hundred times, that he has so lightened the burdens that lay heavily on so many little shoulders.

Long may he live to be a continual blessing to the schools of the city; and when the time shall come, as come it must, that he shall rest from his labors, we know that "his works shall follow him."

Vox Populi.

MUSIC IN THE EVENING SCHOOLS.

To the Editor of the School Journal:

As the Board of Education allows the teacher who conducts the music in the evening school an addition of \$40 to her salary, why, Mr. Editor, that in a majority of our evening schools no music or singing is heard? When the pupils are marching in or out of their rooms there is no music; and, although one evening of the week is supposed to be devoted to the practice of singing, I am satisfied that no attention is paid to the matter. A. H.

A MUNIFICENT CITY'S ECONOMY.

To the Editor of the Sun:

Sir—Please inform the evening school teachers why they have their salary reduced when a holiday (legal or otherwise) is granted to them? The day school teachers have numerous holidays, and their salary is paid to them without any deduction.

Election night was deducted, so will be Thanksgiving, the Friday following and the coming Christmas holiday week. It is not just. Will you please examine into the matter and permit this communication to appear, so that the public will see how the teachers are robbed of their salaries? EVENING SCHOOL TEACHERS.

The answer to the above may be easily given. The day school teachers receive annual salaries, while the evening school teachers are paid by the night, for a term of ninety nights.—Ed.

A TRUSTEE OF THE OLDEN TIME.

To the Editor of the School Journal:

About a year ago, the attending a meeting of the Board of Public Instruction, I heard read there a communication from a clergyman, charging a school trustee in one of our up-town wards with being the keeper of a low gambling saloon, and with leading a life which furnished a very bad example for the children about, by reason of his office, were present in daily contact with him. The clergyman asked for his removal, and, under the circumstances, I thought the request a very proper one; and feeling certain his degradation would follow I never pursued the matter further. The other day my attention was again called to this curious compound of saint and sinner, our gambling school trustee.

He was pointed out to me as a false canvasser of votes in the last election. Now, a false canvasser of votes is a perjurer, for in order to count one candidate out and another in he must break the solemn vow he took as an inspector of elections. Again, a false canvasser of votes is a thief, for if he takes votes from one candidate and gives them to another;

he not only robs the candidate from whom the votes are taken, but he robs the citizens whose will, as expressed through the ballot box, he defeats by fraud. I inquired if this man is still School Trustee, and was informed that he is still in office, but is one of the "Ring" in his local board. I was shocked. The keeper of a gambling house, a perjurer, a thief, holding the honorable and sacred position of Trustee of Schools, and, as such, having charge of the early training of the youths in our public schools! A wolf sent to act as shepherd to a flock of lambs is a mild comparison to this. Here was another illustration, Mr. Editor, going to show that you were right when you last winter asked the Legislature to wipe out these Trustee Boards and give the Board of Public Instruction full control over the schools. You will also find in it another reason why you should renew your demand for this change in the law this winter, to the end that we may be never more cursed with any such 'school officers' as now disgrace us in our local Trustee Boards.

A NINTH CLASS BOY.

INTEMPERANCE IN SCHOOL.

To the Editor of the School Journal:

We are sometimes afraid that the doctrine, which seems to have passed into a proverb here—that no matter how intemperate and inefficient a teacher may be, he cannot be dismissed—is working great injury in some of our schools.

For a rumor which are certainly creditable to some departments. X. Y. Z.

A REMARKABLE EDUCATIONAL ESTABLISHMENT.

The Germans have a thorough fashion of performing the work which they set themselves to do—as witness the following: At Proskau, in Upper Prussian Silesia, near the Prussian-Polish frontier, an agricultural college on a large scale has been established by the State, in which everything relating to agriculture, horticulture, arboriculture, and the rearing of cattle, horses, bees and poultry is practically taught. In addition to several smaller lecture-rooms, there are two large amphitheatres, which will accommodate two hundred students each; three separate chemical laboratories; a large distillery; beetroot sugarworks; model brewery; museum for mineral and botanical collections; collection of agricultural implements; library containing 6,000 volumes; four farms; 5,000 hectares of forest land, and 4,000 hectares (= 2.47 acres to the hectare) of arable meadow land are attached to this institution, in which instruction is given by a staff of twenty-four professors. Proskau has 1,900 inhabitants, of whom 1,500 are Poles.

GENERAL INFORMATION.

The "Fountain of Health" seems to have been discovered by Mrs. Shaw, of No. 341 Sixth avenue, who prepared a lotion which is used by many of our lady teachers. It speedily removes all discolorations and imperfections, preserves the cuticle, beautifies the complexion, and restores the skin to its original beauty and youthfulness, however much disfigured or faded it may be.

FACTS FOR THE LADIES.—Miss Ellen Corbett, Brooklyn, N. Y. has used her Wheeler & Wilson Lock-Stitch Machine since 1858, doing the entire sewing for thirteen adults; it is as easily used as a hand needle. A No. 2 needle did all the sewing for ten years; it has paid for itself many times over, and they would not go back to hand-sewing for ten times its cost. See the new improvements and Woods' Lock-Stitch Ripper.

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STAMMERING.—Mr. Oliver, of London, England, at 65 Irving Place. Testimonials and certified under seal of United States Consul, St. John, N. B. One to three visits sufficient. Mr. Oliver returns to London early in December.

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TO PRINCIPALS OF EVENING SCHOOLS.

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HENRY K. VAN SICLEN,

Boys and Girls' Department.

EDITED BY L. NATHANIEL HERSHFIELD.

THE BROOK.

Up in the wild where no one comes to look,
There lives and sings a lovely little brook;
Lives and sings in the dreary places,
Yet creeps on to where the daylight shines.

Pure from their heaven, in mountain chalice caught,
It drinks the rain, as drinks the soul her thought;
And down dim hollows where it winds along,
Bears its life-burden of mistle and song.

I catch the murmur of its undertone
That sighs, ceaselessly, alone!
And hear, after the rivers gloriously
Mount on their paths toward the shining sea!

The vocal rivers, chanting to the sun,
And wearing names of honor every one;
Outreaching wide, and joining hand in hand,
To pour great gifts along the sacking land.

Ab, lonely brook! creep onward through the pines,
Pass through the gloom to where the daylight
Shines;
Sing on among the stones, and secretly
Feel how the floods are all akin to thee.

Drink the sweet rain the gentle heaven sendeth;
Hold thee, underneath the eternal sky,
For somewhere, underneath the eternal sky,
Thou, too, shalt find the rivers by and by.

THE BANYAN TREE.

As many young readers undoubtedly know,
The tropics abound in plants and trees of wondrous
growth and properties—plants that
charm the traveler's sight, and excite his surprise
and admiration.

Of all the trees that grow in those favored
regions, the banyan, or Indian fig tree, is certainly
one of the most remarkable.

A friend of mine, who resided for some time
in India, says that the banyan is found in its
greatest perfection and beauty around the vil-
lages at the foot of the mountains. There it
forms luxuriant groves, under whose cool and
inviting shades the weary traveler gladly seeks
 repose and protection from the burning rays
 of an Indian sun.

Sometimes a single tree covers a sufficient
space to shelter a whole regiment of soldiers;
and it is not an uncommon occurrence, in many
parts of India, to hold great public or religious
meetings under the wide-spreading and hospitable
branches of an old banyan.

This may seem rather incredible to you at
first, my young friends; but let me tell you that
a single tree or trunk may contain from fifty
or one hundred trunks, all of them shoots
from the parent stem, and the whole forming a
compact mass of foliage.

It is a very remarkable fact that this tree
seldom vegetates on the ground; it generally
springs from the crown or trunk of the date
palm, around which it twines and grows, until
it entirely covers it. The shoots grow down-
ward, and on reaching the ground take root,
and become trunks themselves, sending forth
new branches, and thus gradually spreading
over a large tract of territory, and covering all
neighboring trees with its foliage.

For this reason it was called, in certain local-
ities, the cursed fig tree, because its fruit is not
good to eat; and it is comparatively useless to
man.

In other places, by a strange contrast, it is
considered as sacred, and no one would dare to
uproot a single stem, or to break off any of the
boughs.

A banyan tree has been described as having
about three hundred and fifty trunks as large
as good-sized oaks, and the branches of the
smaller stems, thus covering a space sufficient
to contain no less than seven thousand persons.

Is not this truly marvelous?

Mr. Jonan, a gentleman who has explored
several of the South Sea Islands, on visiting
Noukaviah, saw a very fine banyan, the royal
banyan it was in shape somewhat like a
huge parasol, spread over some three hundred
yards of territory; there were more than fifty
trunks of different sizes growing close together.

Dr. J. D. Hooker, in the journals of his
travels to Hindostan, has given a very fine
specimen of this curious fig tree, which, at the
time of his visit to Bengal, was growing at the
entrance of the village of Madhabnand. It particu-
larly attracted his attention on account of
its compactness; for it was but a mass of
trunks irregularly throwing out immense
branches in a most picturesque manner, the
original trunk being apparently gone. Near by
grew a couple of large tamarind trees, laden
with their juicy and luscious fruit, their
branches intertwining with those of the ban-
yan, forming a majestic clump of verdure,
which, viewed from a distance, assumed fan-
tastic contours as the wind set it in motion.

The pride and ornament of the Calcutta
Botanical Gardens in 1850 was a large banyan
tree, which had sprung from the crown of a
date palm, where fig seeds had been dropped
by some passing bird, or perhaps borne by the
winds.

The Hindoos, who are very superstitious,
regard such an occurrence with wonder and
reverence, and call it a holy marriage, instituted
by Providence.

The banyan is not merely an ornamental
tree. It has its uses, like everything else in
nature; for nothing was created without a pur-
pose.

The tree itself affords a shelter to man, as I
have already said; and it is the abode of
monkeys and bats, not to speak of the hun-
dreds of birds who build their nests in the leafy
recesses, and make the small red figs their daily
food. The monkeys eat both the fruit and the
leaves. These figs grow in pairs, and are about
the size and color of our common red cherries.

When ripe they are all covered with dew, like
peaches. Turtle-doves are especially fond of
them, and this species of birds is said to con-
gregate most under banyan trees, in certain
localities.

The leaves are heart-shaped, and while young
are downy, like the figs. They are about six
inches long and four inches broad, and the
Hindoo physicians use them as a powerful
tonic, and they use it in the treatment of
diseases. A white, gummy juice is ob-
tained from the trunk; and this is said to re-
lieve toothache and to allay inflammations.

An insect, called the lac insect, inhabits the
bark of the banyan, and out of the incisions it
makes flows the milky juice of the tree, which
juice, on coagulating and hardening in the open
air, becomes a sort of resin, called gum-lac. This
is used in the manufacture of

sealing-wax and varnishes, and is quite an im-
portant article of trade. Gum-lac is also ob-
tained from several other trees whose sap is
milky and gummy, like that of the banyan.

The wood is white and porous, and also very
light, so that it is of no value for the carpenter
or joiner.

In some of the South Sea Islands the bark of
the young shoots is carefully stripped off, and
then is rotted and beaten like hemp.

But perhaps some of you do not know what
I mean by that. The bark is tied up into bun-
dles, and these are laid in a brook or a pool of
stagnant water, and heavy stones are placed
over them, to keep them from floating away or
being disturbed. There the bark remains, all
covered with water, for a certain length of
time—say ten days or a fortnight—and then it
is taken out and beaten with hard sticks. This
causes all the vegetable matter to separate
from the fibres, which are afterwards spun into
a kind of thread, out of which the natives man-
ufacture a coarse white cloth that wears pretty
well.

In India, the banyan is found in the courts
around the pagodas, and altars and small chap-
els are erected under its branches. Brahmins
and other devout men sometimes take up their
residence in those groves.

In Oceania, this tree is planted in all
tabooed places—in graveyards, and near the
altars where human sacrifices are offered.
The sight of the tree is a sufficient
warning to the uninitiated that they are forbid-
den to approach the consecrated spot.

Robert Southey, in his poem of "The Curse
of Kehama," gives a description of the banyan,
a few lines of which I quote here, that you may
also have beautiful lines:

"And in the midst an aged banyan grew.
It was a goodly sight to see
That venerable tree
Far over the lawn irregularly spread.
Fifty straight columns propped up a lofty head,
And many a long, drooping shoot,
Seeking to strike its root,
Straight like a plummet grew toward the ground.
Some in the lower boughs, which crossed their
way,
Fixing their bared fibres round and round,
With many a ring and wild contortion wound."

So like a temple did it seem, that there
A pious man's first impulse would be prayer."

Many writers, even among the ancients,
have, in the course of their descriptions of the ban-
yan to temple, so majestic its appearance.

Ralph Waldo Emerson, of whom I dare say
some of you have heard, makes a very beauti-
ful and poetic allusion to this tree, in his essay
on Compensation, where he compares the man
of great talents and great industry to a banyan
garden flower changed into a great and airy
banyan, spreading over wider fields than he
would ever have done had it not been for what
seemed at first an irreparable calamity, but
which proved to be a blessing, or the turning-
point in his life.

If any of you are old enough to read the es-
say, I would advise you to do so, for it is a very
fine one.

The Indian fig tree is not more enduring in
its timber than any other tree, but, withal, it
possesses, in its rapid, growing state, a vitality
which defies the ravages of ordinary vegeta-
ble decay. Having such a large number of
trunks, it obtains the nourishing juices of the
earth more readily and easily than other trees;
and the casualties of the weather, violent as
they are in those tropical climes, seem to have
no effect on the banyan.

The oak and the cedar live sometimes three
centuries. There have been exceptional cases
where oaks have braved the elements for five
hundred years; but after that period the
weather-worn giants had to give way to decay.

Not so with the banyan. It is not dependent
on a single trunk. Let disease or accident de-
stroy one, and at once a
dozen others spring up to take its place, and
perform its functions.

By reason of the sacred character with which
it is invested, the banyan is generally less
subject to destruction by fire or by the axe than
any other tree; for any injury done to it is
regarded as a sacrilege, and the offender is
punished for it.

At some future day I hope to tell you about
other curious trees or plants of the tropics, and
for those wonderful productions of the tropics
nature are truly worthy of our study and ad-
miration.

MARIE C. LADRETT.

HOW BESS MANAGED TOM.

Tom's sister Nell was pretty, and being a year
older than Tom, wanted to show her authority
over him. Tom was rough and awkward, and
just at the age when a boy resents all meddling
with his rights. He would put his hands in
his pockets, his chair, or his dress, and his
feet on the window sill. Of course they often
quarreled.

"For pity's sake, Tom, do take your hands
out of your pockets!" Nell would say in her
most vexing manner.

"What are your hands in, I'd like to know,
if not to put one's hands in?" and Tom would
whistle and march off.

"Tom, I don't believe you've combed your
hair for a week!"

"Well, what's the use? It would be all
roughed up again in less than an hour."

"I do wish, Tom, you would take your great
boots off the window-sill!"

"O, don't bother me; I'm reading." Tom
would say, and the boots refused to stir an
inch, which, of course, was very naughty.
And so it would go from morning till night.

But little sister Bess had a different way
with somewhat stubborn Tom. Bess seemed to
understand that coaxing was better than driving;
and sometimes when he sat with both hands
plunged in his pockets, Bess, with a book or
a picture, would nestle or plant of the front
of her head against his, and he would be pat-
ting her curls while he knew it was better to
hold the picture. If she chanced to see his
feet on the window-sill she would say:

"Just try my ottoman, Tom, dear, and see
how comfortable it is to the feet?" and though
Tom growled and grumbled, he would take the
way about its being too low, the boots always
came down to its level. Whenever his hair
looked very rough, she would steal behind him
and smooth it out in a way Tom liked so well
that it was a temptation to let it go rough just
for the pleasure of having her comb in it. Yet,
for the next three days at least, he would take
special pains to keep every hair in its place,
simply to please little Bess.

As they grew older, Bess, in the same quiet,
loving way, helped him to grow wise and
manly. If she had an interesting book, she
always wanted Tom to enjoy it with her; if she
was going to call on any of her young friends,
Tom was always invited to go with her.

"I can't understand," said lady Nell, "why
you should want that boy forever at your
elbow? He's rough and an interfering booby."

"Some bears are as gentle as kittens," said
Bess, slipping her arm through his, with a
loving hug, while "the bear" felt a great warm
glow at his heart as he walked away with Bess,

and determined to try harder to be "gentle as
a kitten" for her sake.

TRUE PRIDE.

A young man named Parks, from Worcester,
entered the store of the Lawrences, in Boston,
and found Amos in the office. He represented
himself as having just commenced business,
and desired to purchase a lot of goods. He had
recommendations as to character from several
influential citizens of Worcester, but none
touching his business standing or capacity.

The merchant listened to his story, and at its
close shook his head.

"I have no doubt," he said kindly, "that you
have full faith in your ability to promptly meet
the obligations you would now assume; but I
have no knowledge of your tact or capacity,
and, as you admit, you are just launching forth
upon the sea of business, I should be doing you
an injustice to allow you to contract a debt
which I did not feel assured you would pay at
the proper time."

But Mr. Lawrence liked the appearance of
the young man, and finally told him that he
would let him have what goods he could pay
for at the cost of manufacture—about ten per
cent. less than the regular wholesale price. The
bill was made out and paid, and the clerk
asked where the goods should be sent.

"I will take them myself," said the pur-
chaser.

"You'll find them rather heavy," suggested
the clerk, smiling.

"Never mind; I am strong, and the stage-
office is not far away, and, besides, I have
nothing else to occupy my time."

"But," said the clerk, expositing, "it is
hardly in keeping with your position to be
shouldering such ponderous bundles through the
city."

"There you mistake," replied the young
man, with simple candor. "My position just
now is one in which I must help myself, if I
would be helped at all. I am not ashamed to
carry anything which I honestly possess, nor
am ashamed of the strength which enables me
to bear the heavy burden."

Thus speaking he shouldered a large bundle,
and had turned toward the outer door, when
Mr. Lawrence, who, from his office, had over-
heard the conversation, called him back.

"Mr. Parks, I have concluded to let you have
what goods you want on time. Select at your
pleasure."

The young man was surprised.

"You have the true pride for a successful
merchant, sir," pursued Lawrence, "and I
shall be much disappointed if you do not prosper."

Amos Lawrence was not disappointed. With-
in fifteen years from that time Samuel Parks
was himself established on Milk street—one
of the most enterprising and successful mer-
chants in Boston.

CHAT WITH OUR YOUNG FRIENDS.

Thanksgiving with its long list of gayeties
and merry-makings has at last come and gone—
enjoyed by none more than by the young peo-
ple—and here we are again with the Boys and
Girls' Department filled with the usual amount
of gymnastics, anecdotes, incidents, etc. We
imagine that there are many anxious little
people waiting for our chat this week, and we can
picture to ourselves the little groups which col-
lect in the schools and elsewhere, whenever
the JOURNAL is received, all eager to learn if
contributions have been accepted, letters re-
ceived, or names inserted in the Roll of Merit.

We will hope that all may be pleased, and, even
at this late hour, we wish that every one of the
little folks and girls may enjoy many happy Thank-
sgivings in the future, and hope that all did
enjoy themselves on last Thursday.

"Mahogany Blonde" letters are invariably
so well written, and her contributions so neatly
arranged, that we always manage to find a
place for them in our "Mahogany Blonde" col-
umn. We do not offer them for future use.

We cannot see where the "puzzling part"
comes in in that problem A. S. Lehmann sends
us. We would also suggest for our young cor-
respondent's benefit that "where" does not
spell well, nor does "life" spell five.

We do not offer them for future use. We
will reserve the "puzzling part" for future use.
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spell well, nor does "life" spell five.

2. To free. 5. Fascinating. 6. A liquid measure.

3. A weapon. 7. A vowel. W.

NO. 6.—NUMERICAL ENIGMA.

I am composed of nineteen letters.
My 8, 6, 19, 11, 12 is the name of a tree.
My 17, 15, 10, 18 is a scatter loosely.
My 1, 2, 3, 9 is a small animal.
My 15, 5, 16, 10 is a situation.
My 5, 14, 2 is a boy's name.
My whole is the name of a celebrated author-
ess. M. S.

ANSWERS TO GYMNASTICS IN JOURNAL.

NO. 95.

No. 1.—Coleridge, Milton, Wordsworth,
Shakespeare, Dryden, Byron, Cowper.

No. 2.—He bought 89 sheep at \$1.50=\$133.50;
4 cows at \$52=\$208, and 7 oxen at \$62.50=

\$437.50; the cows for \$22.80; the oxen for
\$497, thus gaining \$100.

No. 3.—Vivid.

No. 4.—Hus-tory.

No. 5.—Daisy.

No. 6.—When friends, I understand
your overbearing disposition. A man, even
with the world, is above contempt, while the
ambitious are below ridicule.

USELESS TREASURE.—A rich nobleman was
once showing a friend a great collection of pre-
cious stones, whose value was almost beyond
counting. There were diamonds, and pearls,
and rubies, and gems from almost every coun-
try on the globe, which had been gathered by
his posterity with the greatest labor and ex-
pense. "And yet," he remarked, "they yield
me no income."

His friend replied that he had two stones
which cost him about ten florins each, yet they
yielded him an income of two hundred florins
a year.

In much surprise, the nobleman desired to
see the wonderful stones; when the man led
him down to his mill, and pointed to the two
toiling gray millstones. They were aborionally
crushing the grain into snowy flour for the use
of hundreds who depended on this work for
their daily bread. Those two dull, homely stones
did more good in the world, and yielded a
larger income than all the nobleman's jewels.
So it is with idle treasure everywhere.

GRAMMAR SCHOOL NO. 2.—Class 1, Bernard
Schultz, 632 E. 11th st.; Robert J. Woods, 322 4th st.;
Class 2, James Murphy, 712 E. 11th st.; Thomas Murphy,
712 E. 11th st.; Class 3, Joseph Murphy, 712 E. 11th st.;
Class 4, Joseph Murphy, 712 E. 11th st.; Class 5, Joseph Murphy,
712 E. 11th st.; Class 6, Joseph Murphy, 712 E. 11th st.;
Class 7, Joseph Murphy, 712 E. 11th st.; Class 8, Joseph Murphy,
712 E. 11th st.; Class 9, Joseph Murphy, 712 E. 11th st.;
Class 10, Joseph Murphy, 712 E. 11th st.

GRAMMAR SCHOOL NO. 3.—Class 1, Bernard
Schultz, 632 E. 11th st.; Robert J. Woods, 322 4th st.;
Class 2, James Murphy, 712 E. 11th st.; Thomas Murphy,
712 E. 11th st.; Class 3, Joseph Murphy, 712 E. 11th st.;
Class 4, Joseph Murphy, 712 E. 11th st.; Class 5, Joseph Murphy,
712 E. 11th st.; Class 6, Joseph Murphy, 712 E. 11th st.;
Class 7, Joseph Murphy, 712 E. 11th st.; Class 8, Joseph Murphy,
712 E. 11th st.; Class 9, Joseph Murphy, 712 E. 11th st.;
Class 10, Joseph Murphy, 712 E. 11th st.

GRAMMAR SCHOOL NO. 4.—Class 1, Bernard
Schultz, 632 E. 11th st.; Robert J. Woods, 322 4th st.;
Class 2, James Murphy, 712 E. 11th st.; Thomas Murphy,
712 E. 11th st.; Class 3, Joseph Murphy, 712 E. 11th st.;
Class 4, Joseph Murphy, 712 E. 11th st.; Class 5, Joseph Murphy,
712 E. 11th st.; Class 6, Joseph Murphy, 712 E. 11th st.;
Class 7, Joseph Murphy, 712 E. 11th st.; Class 8, Joseph Murphy,
712 E. 11th st.; Class 9, Joseph Murphy, 712 E. 11th st.;
Class 10, Joseph Murphy, 712 E. 11th st.

GRAMMAR SCHOOL NO. 5.—Class 1, Bernard
Schultz, 632 E. 11th st.; Robert J. Woods, 322 4th st.;
Class 2, James Murphy, 712 E. 11th st.; Thomas Murphy,
712 E. 11th st.; Class 3, Joseph Murphy, 712 E. 11th st.;
Class 4, Joseph Murphy, 712 E. 11th st.; Class 5, Joseph Murphy,
712 E. 11th st.; Class 6, Joseph Murphy, 712 E. 11th st.;
Class 7, Joseph Murphy, 712 E. 11th st.; Class 8, Joseph Murphy,
712 E. 11th st.; Class 9,

NEW YORK COLLEGE NOTES.

At their regular business meeting, the Clonian Society elected the following officers: President, B. Lewinson, '73; Secretary, F. Schark, '74; Corresponding Secretary, G. McAdams, '75; Treasurer, S. Kohn, '75; Librarian, F. Huber, '73, and Editor, J. S. Battell, '73.

Mr. Ch. Richard has been elected President and B. Lachman Vice-President of the Class of '74.

The joint meeting of the two Societies takes place Friday, December 13, at Elbert Hall. The debaters are Messrs. Fagnani and Kohn, of Cloniana, and Messrs. Leipziger and Lyons, of Phrenocoma. Programme in detail next week.

Forty-seven of the Introductory have failed in passing the eight week's probation. Their names are no longer on the College roll.

A paper, signed "Lincoln, Chairman," (1) calls for a meeting of the Class of '76 to elect officers.

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